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ABSTRACT

The fifth report required by the Maryland Educational Accountability Act contains information about goals for Maryland public education and progress toward those goals. The first section explains accountability, the Maryland Accountability Act, and limitations of current instruments for measuring learning progress. The central purpose of the report is to present Maryland accountability assessment information. The reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed in the third, fifth, and seventh grades for the past five academic years. The average grade equivalent scores, by skill area, are shown for each school within each county. Tables display the countywide average grade equivalents for the tests, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years. The last section of the report contains a short summary of progress in some special program areas in the state. (Author/MIP)

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maryland accountability program report

REVISED
SEPTEMBER 1979

EA 012 211

maryland state department of education • january 1, 1979

DAVID W. HORNBECK
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

October 3, 1978

To The Honorable Harry Hughes and Members of the General Assembly

This is our fifth annual report on educational accountability submitted in compliance with Article 77 Section 28A of the Annotated Code of Maryland.

We continue to be encouraged with the progress shown in the test results and the acceptance and use of information contained in these reports. We have attempted to reduce the volume of the reports by careful editing and elimination of marginally relevant material. We hope that action encourages broader readership and direct utilization.

Sincerely,

David W. Hornbeck

DAVID W. HORNBECK
State Superintendent
of Schools

DWH/mm

Enclosure

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CHAPTER 1 INTRODUCTION

This report is the principal instrument for the disclosure of information about goals in public education and progress towards those goals. It is directed to the Governor and the General Assembly as required by the Maryland Educational Accountability Act. Chapter 1 explains the concept of educational accountability and provides background information about the Maryland Accountability Program.

1.1 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public educational school programs. Its purposes are (1) to promote an understanding of the relationships between the quality of education, the characteristics of educational settings and programs, the processes of education, plus needed and available human and material resources; and, (2) on the basis of this understanding, to make improvements in the educational system.

It is important at this point to recognize that education is a shared responsibility. Parents and members of the various communities in the State, including public officials, have an enormous opportunity for influence and impact on the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community. Accordingly, the responsibility to be accountable extends beyond the classroom to the whole school, the school system, the State education agency, the State government, and the larger community.

1.2 The Maryland Educational Accountability Act

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act" (see Appendix A).

The overall purpose of the Act is to provide for the establishment of a program of statewide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of the costs of instructional programs.

The Maryland Educational Accountability Act imposes several requirements for statewide accountability. These include: (1) the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels - State, school system, and individual school; (2) a school-by-school survey of the current status of student achievement in relation to established objectives, and the development of programs by each school for meeting its own needs; and, (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is, likewise, a stipulation of the Act.

The Maryland Educational Accountability Act also requires that a yearly report be submitted by the State Superintendent of Schools, to the Governor and the General Assembly, beginning in January 1975. This report must include, but is not necessarily limited to, the progress made by the Maryland State Department of Education (MSDE), by local school systems,

and by individual schools toward the achievement of their respective goals and objectives. The report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.3 The Maryland Accountability Program

Four major components of the Maryland Accountability Program (MAP) were established following these directives: (1) goals and objectives setting; (2) assessment; (3) process evaluation; and (4) program cost.

Staff responsibility for the administration of the accountability program is delegated by the State Superintendent of Schools to the Assistant State Superintendent, Division of Instruction. Accountability staff members in the Division of Instruction oversee MAP's operation of the State, system, and school levels, and coordinate developmental activities.

1.4 A Word of Caution

In 1973, the State Board of Education adopted a plan that called for the development and dissemination of statewide goals in reading, writing, and mathematics (see Appendix B). In subsequent phases, each of the 24 school systems was required to establish local goals and objectives in conformity with those established at the State level.

The relationship between educational goals and objectives established in Maryland and the assessment of current

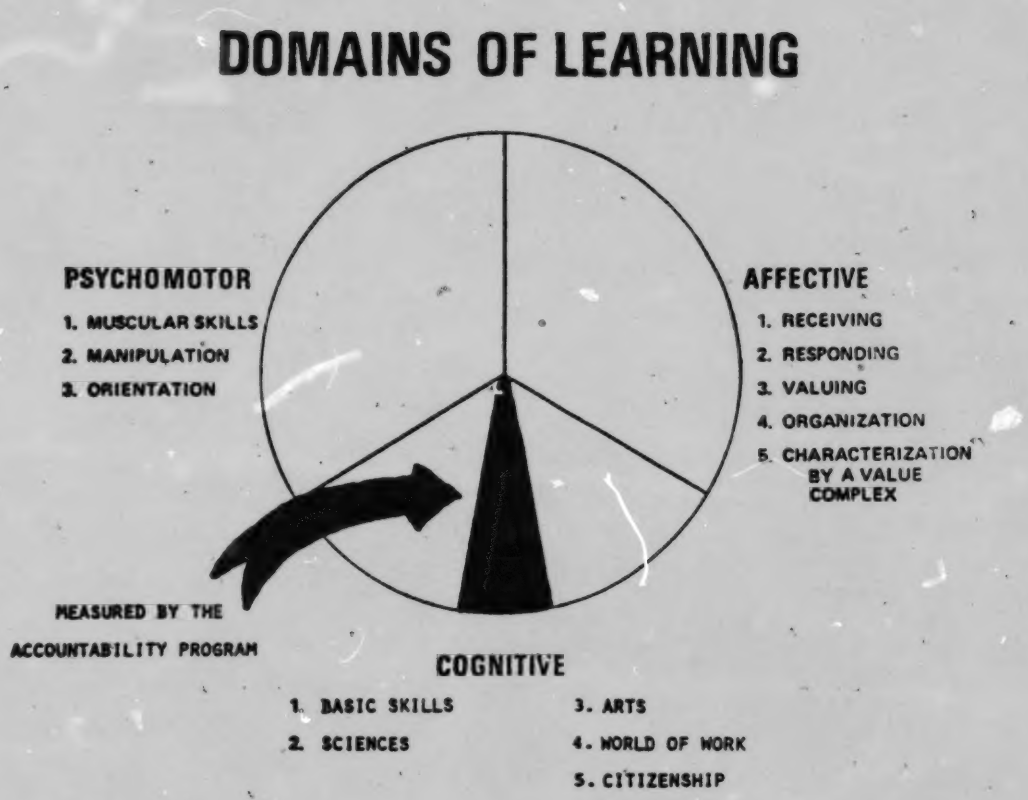
status is, however, by no means ideal. Only the reading, writing, and mathematics skills covered by the Iowa Tests of Basic Skills have been assessed and reported on in this document for the purposes of accountability. Statewide assessment has not been undertaken in other areas of the cognitive domain, such as social studies, science, and the arts. No information has been collected statewide on student attitudes, interests, and values - the so-called affective domain; nor is information available regarding the psychomotor domain of learning.

These three domains of learning - cognitive, affective, and psychomotor are represented pictorially in Figure 1. The shaded area highlights an estimate of the limited sector of cognitive skills that is measured in Maryland's present accountability effort.

1.5 Instruments Used to Measure Academic Ability and Achievement

Reading, language arts, mathematics, and academic ability were assessed by nationally published norm-referenced tests (Iowa Tests of Basic Skills, Form 5 and the Cognitive Abilities Test, Nonverbal Battery, Form 1) in the third, fifth, and seventh grades. (See Appendix E for a detailed discussion of the norm-referenced assessment measures used.) In addition, functional reading skills have been assessed in the seventh, ninth, and eleventh grades by a criterion-referenced test developed at the State level. (See Maryland Functional Reading Test Results for a detailed discussion of the criterion-referenced test.)

Figure 1. Portion of Full Learning Experience Measured by Maryland Accountability Program



Norm-referenced tests are designed to provide information about student performance in broad academic areas in relation to the performance of other students selected as representative of the nation as a whole. The subject-matter content of the tests is not precisely related to the instructional content of any particular school system or any individual teacher. The tests are designed to describe performances of students in relation to the average score made by a national sample of their peers.

CHAPTER 2. THE ACCOUNTABILITY ASSESSMENT INFORMATION

Introduction

In the spring of 1978, some third-graders, fifth-graders, and seventh-graders, took subtests on the Iowa Tests of Basic Skills, and the non-verbal portion of the Cognitive Abilities Test. This testing produced nearly three million individual scores for well over a quarter of a million Maryland schoolchildren. First compiled at the school level, these scores gave rise to 23,991 school averages; further compilation over all schools within a Local Education Agency trimmed these scores down to 1,056 LEA averages, and the final analysis produced the 44 State-level average scores. Along with a number of additional statistics, these school, LEA, and State average scores are the ones which fill the tables of this chapter of the Accountability Assessment Report.

First, a comparison with the results of previous years on five of the more important skill areas (Table 1) and second, the school achievement averages on three major subtests presented in Table 2.

Facts and Figures About Effort

During the 1977-78 school year, public education was the primary activity of nearly 1,000,000 persons in the State of Maryland. This figure includes the 836,807 pupils enrolled in our primary and secondary schools, together with their more than 47,000 teachers and administrators. This means that in a State with 4,000,000 people, one of every four persons was directly involved in the educational process, not counting the parents, whose

concern with their children's education can hardly be termed as one of noninvolvement.

Community, school, and financial characteristics together form an overall impression of the fifth accountability year's effort. It is both interesting and instructive to look at these figures in relation to the same figures for the previous accountability years. This simultaneous display appears below.

SCHOOL CHARACTERISTICS	'73-'74	'74-'75	'75-'76	'76-'77	'77-'78
Total enrollment	911,097	894,314	880,900	860,779	836,807
Average teacher salary	$11,164	$12,352	$13,363	$14,203	$15,228
Average administrator salary	$19,097	$20,837	$22,171	$23,640	$25,029
Average years' teaching experience	9.7	9.9	10.2	10.6	10.6
Average year's administrative experience	20.1	20.2	20.3	20.3	20.4
Percent staff master's degree or above	24.5	26.6	28.8	31.5	35.1
School-level pupil/staff ratio	19.6	18.8	18.4	17.9	17.6
Percent daily attendance	92.3	92.0	92.2	92.7	93.4

From the preceding tabulation, a number of interesting and encouraging trends may be identified:

1. Teacher and administrator salaries have kept pace with the general rate of inflation.

2. Teacher and administrator qualifications have steadily improved in terms of experience and professional education.

3. The pupil/staff ratio has seen a consistent decline toward an optimally effective ratio.

4. The percent daily attendance, over the four accountability years, shows acceptance levels of stability.

How does Maryland compare to other States in the Union? Each year, the National Center for Education Statistics (NCES), in the Education Division of the U.S. Department of Health, Education, and Welfare, publishes its Digest of Education Statistics. According to the most recent (1975) edition of this publication, Maryland compares to other States on some of its school and financial characteristics as follows:

1. The median number of school years completed by Maryland persons 25 years or over is exactly that of the United States as a whole: 12.1 years. (Census data, 1970)

2. However, the percent of persons in Maryland extending their education beyond college is the second highest in the nation (6.6 percent), after the District of Columbia (9.7 percent). (1970 Census)

3. Illiteracy in Maryland (1.9 percent) is well below that of the U.S. (2.4 percent), according to the U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-23, No. 8.

4. Measured in percent of per capita income (7.5 percent), Maryland spends slightly more than the U.S. (7.3 percent) on the education of its youth. (Source: Survey of Current Business, 1974)

5. The average daily attendance in Maryland, as a percent of the average daily enrollment (93.4 percent), is slightly above that of the U.S. (93.0 percent); while Maryland's average length of term in school days (180) is longer than that for the country (178-7).

6. The average annual salary of Maryland's instructional staff ($15,228) compares favorably with that of the U.S. ($12,070).

In general, nothing about Maryland's school and/or educational finance characteristics, in comparison with the U.S. as a whole, gives cause for alarm or discouragement. To the contrary, in most of these characteristics Maryland takes a strong and healthy position among its sister States.

2.1 STATE LEVEL -- ACCOUNTABILITY ASSESSMENT INFORMATION

State-Level Test Results

Table 1 shows by grade-level the State-level average grade equivalent scores on selected subtests of the Iowa Tests of Basic Skills, together with the average Standard Age Scores, obtained from the nonverbal portion of the Cognitive Abilities Test. These average grade-equivalent scores were computed from student-level data. The test results are more difficult to interpret than the figures on the school characteristics of the previous section. The reason is that dollars are dollars and need only be counted. Similarly, students and teachers of various categories, need only be identified and counted. However, any difficulty of interpretation is eased somewhat if these scores are thought of as descriptive of the "average" Maryland student, although such an actual person does not exist. As such they are

subject to error or points of view on what the students were supposed to have learned. Yet, the large question remains: Are the observed average grade equivalents good, bad, or indifferent?

An obvious approach to finding the answer to this question is a comparison with the "National Norms." Such a comparison is not as simple as was apparently supposed by a reporter who inquired, "Why is Maryland below the National Norm?" Many people understand the term "National Norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms, nor by those who make professional reference to them. These are the facts of the matter. Between October 12 and November 13, 1970, the publishers of the Iowa Tests of Basic Skills administered their test battery to a large sample of students from all over the United States. This sample, referred to as the National Norm Sample, was selected in such a way as to represent a cross section of the elementary school children in the Nation. The tests were scored and the results statistically treated so that a particular test score could be expressed as a grade equivalent. For example, the average grade equivalent obtained by third-graders in the National Norm Sample was 3.7 on all subtests. Thus, when we notice that the average Maryland third-grader scored 3.8 on the Vocabulary and 4.3 on the Spelling subtests, it is correct to say that the average Maryland third-grader scored slightly higher in Vocabulary and substantially higher in Spelling than the average third-grader in the 1970 sample. But it is an entirely different matter to say how either of these scores compare to what would be "normal" or "expected" for a particular Maryland third-grader.

At this point, several important factors begin to play a role. First, the kind of classroom experiences, curriculum exposure, learning activities, teacher emphasis on certain skills and environmental expectations begin to differentiate between the "normality or expectancy" of the Maryland and National Norm Sample student; second, the personal ability levels, home backgrounds, aptitudes, and interests set the two still further apart; and finally there is the problem of National trends in test scores. It is well known that in the last decade the scores on standardized tests have dropped off across the Nation. This means that comparing the 1977 Maryland Accountability Assessment results to 1970 National Norms is really a matter of comparing how our students performed on a particular test this year with a sample of students who took this test some seven years ago. We do not say that any such comparison of Maryland averages with the National Norms is meaningless. The above remarks were intended to caution against an overinterpretation of the data, not to recommend throwing them away. In spite of the many enthusiastic suggestions from some quarters to do just that, there is much to be gained from a thoughtful inspection of the test results.

Most important, a consideration of the knowledge, understanding, and skills subsumed by the test items would hardly cause a parent or teacher to be indifferent as to whether or not their children had gained any proficiency in them. The old euphemism that we "don't want to teach to a test" is a poor excuse indeed for failing to provide the kind of education which will help our children acquire the basic skills that are essential to their social and intellectual development. When a particular test samples these basic skills, as the Iowa Tests of Basic Skills certainly does, then teaching our children these skills is the issue, and "teaching to the test" becomes merely a distracting platitude. The scores our children obtain on the tests can be

very useful indeed, as barometric indicators of how well we are succeeding. But they cannot be used to determine if a child is "normal," "meeting expectations," or even "up to par."

With respect to an individual student, the way that student scores on the ITBS can, when looked at in conjunction with much additional information on that student, provide some diagnostic insight into the student's progress in school. At least the publishers claim this, and many successful educators agree with them. However, any such diagnostic informational content is lost once we start collecting large numbers of test scores and compute averages. Since the Maryland Accountability Report deals only with such averages, and those for very large numbers of students, it should be clearly understood that the data can function only as indicative of achievement levels, and not as diagnostic indicators of differential school effectiveness. Only a carefully-designed process evaluation can hope to achieve this to some extent.

With all these precautions in mind against both a stringent overinterpretation and an unwarranted ignoring of the data, what does Table 1 tell us about the basic skills achievement of the "average" Maryland student? Below are some pertinent observations, by grade-level, which comprise a partial answer to the question.

1. The Maryland third-grade average for the Reading Comprehension subtest is the same, or well ahead of the National Norms.

2. The Maryland fifth-grade averages fluctuate around the National Norms: Reading Comprehension, and Math Total Scores (all 5.4) slightly below the National Norm of 5.7.

3. THE MARYLAND SEVENTH-GRADE AVERAGES

In general terms, Maryland's third- and fifth-graders scored better, or right along with their 1970 Norm Sample counterparts; the Maryland seventh-graders, however, fell short of the seventh-grade averages in the Norm Sample. To judge these results, two important points should be considered in addition to the cautions already set forth previously:

1. The standard deviations are UNIFORMLY and CONSISTENTLY larger than those for the National Norm Sample, in all subtests, for every grade level. Since the standard deviation is a measure of variability, or dispersion, among the scores, this relationship indicates that the National Sample was a more homogeneously performing group of students than the Maryland students, taken as a group. This information constitutes an important clue as to possible differences in the composition of the two groups. Since no accurate and complete socio-demographic data are available for a careful comparative study, such possible differences can only be surmised. However, it is known that the percentages of students in large inner-city schools and those coming from lower socio-economic backgrounds are larger in the Maryland school population of today than they were in the National Norm Sample.

2. If any systematic deviation exists in Maryland's curricular emphasis from that which characterized the learning experiences of the 1970 Norm Sample students, such a deviation would at once have an accumulative effect, producing larger score differences at the higher grade levels.

Pursuant to these two observations, it is instructive to extend the comparison of Maryland's test results with those of the 1970 Norm Sample beyond their averages. For four of the major subtests, this extension is done in the table on the next page. If Maryland's distribution of scores had been identical

to that of the Norm Sample, the entries of every row in this table would have been 16 percent, 68 percent, and 16 percent, for the three columns respectively. The extent that these percentages "migrated" to the left or right, functions as an indicator of how the Maryland students scored below or above

Comparison of Maryland Achievement to National Norms of Four ITBS Subtests

	Percent of Maryland Students Scoring		
	1 SD Below Norm	Norm ± 1 SD	Above Norm + 1 SD
READING COMPREHENSION			
Grade 3	15	63	22
Grade 5	23	63	14
Grade 7	30	61	9
LANGUAGE TOTAL			
Grade 5	16	65	19
Grade 7	23	64	13
MATH TOTAL			
Grade 5	21	59	20
Grade 7	27	60	13

the Norm Sample. From this table, the superior performance of Maryland's third-graders is at once apparent. At the same time, it is also apparent that the performance of the seventh-and ninth-graders is not nearly as depressing as an inspection and comparison of their averages alone might indicate. Obviously, the vast majority of our "middle schoolers" perform well within a range, or even beyond, where the majority of the National Sample students scored. The statistical indications are strong that the lowering of averages was caused by a plurality of very low-scoring students in Maryland (at the seventh- and fifth-grade levels) as compared with the Norm Sample. However, it is immediately necessary to

refrain from typing these lower-scoring students as "culprits." Quite to the contrary, there is evidence of performance beyond expectation, especially for these students. The evidence is this: the test results were carefully analyzed over all four years of the Accountability Program. This analysis took into account the ability levels of the students in assessing their test performance. As it turned out, large numbers of schools populated with low-scoring students nevertheless were shown to have succeeded in helping their students acquire basic skill levels well beyond their expectation. Such schools deserve a royal commendation for their diligent efforts, and are no doubt responsible for the bottoming-out of the downward trend in achievement.

This leveling-off, and probably first step toward resurgence, is evidenced in Table 1 which displays the Maryland data for the four major subtests over the four Accountability Assessment years. A discussion of this trend follows that table in question-and-answer format.

TABLE 1. STATE LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	100	101	102	102	104
	5	101	102	103	103	106
	7	101	101	103	103	104
	9	102	102	104	104	NR*
VOCABULARY (ITBS)	3	3.5	3.6	3.7	3.8	NR
	5	5.3	5.3	5.3	5.4	NR
	7	6.9	6.9	6.9	6.9	NR
	9	8.6	8.5	8.5	8.4	NR
READING COMPREHENSION (ITBS)	3	3.6	3.6	3.7	3.8	3.9
	5	5.3	5.3	5.3	5.4	5.5
	7	6.9	6.9	6.9	6.9	7.0
	9	8.4	8.4	8.4	8.4	NR
LANGUAGE TOTAL (ITBS)	3	3.9	4.0	4.1	4.3	NR
	5	5.5	5.5	5.6	5.8	5.9
	7	7.1	7.0	7.0	7.1	7.2
	9	8.5	8.5	8.5	8.5	NR
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.7	3.8	NR
	5	5.5	5.5	5.6	5.6	5.7
	7	7.2	7.1	7.2	7.1	7.2
	9	8.7	8.6	8.6	8.6	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

DISCUSSION OF TABLE 1
STATE LEVEL DATA

With five years of test results displayed side by side in Table 1, some questions on trend naturally arise. Many conservative, pure statisticians would no doubt prefer to be noncommittal on the grounds that the differences are too small over too few years to permit an identification of clear trends. However, if appropriate safeguards are taken against over-interpretation of the data, some questions can be answered tentatively about what is happening to the performance levels of Maryland's students.

Q. Are the observed differences in average grade equivalents "real"? (e.g., Did the average third-grader in Maryland really score steadily higher from Year I to Year IV?)

A. Yes. The problem of "real differences" in average grade equivalents is one of sampling error. But with the number of students tested ranging from 85 percent to 97 percent of all students in Maryland, the sampling error is so small that nearly all observed differences are statistically significant and reflect "real" changes in the average grade equivalents.

Q. Does this mean that wherever we see ups or downs from year to year our students, at fixed grade levels, are getting better or worse in the basic skills being tested?

A. Not necessarily. The extent to which average grade equivalents reflect true performance levels has to do with the standard error of the test. As it turns out, this works in favor of an encouraging trend in Table 2. The largest observed drop* is only one-third of a standard error. Few responsible

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* A drop of .2 GE, ninth-grade Vocabulary, from Year I to Year IV. The standard error of the vocabulary subtest is .64 GE for the ninth grade.

educators would interpret this as being anything other than a shift caused by measurement error. But the largest observed increase* exceeds a full standard error, which represents an educationally significant improvement.

Q. In view of such complicated issues, can anything be said about the trend in Maryland which makes common sense?

A. Yes.

1. The third grade shows a steady year-to-year improvement in all subtests.

2. No steady decline is observed in any grade on any subtest.

3. Whereas the third grade has come to reside solidly within the center of the National Norm Sample, the higher grades still have some way to go toward this position. This is particularly true of the ninth grade.

Of course, whether the observed improvements will be steadily continued or not, cannot be predicted from the data. Nor is it possible to say if the pattern of gain after loss represents an initial faltering, followed by steady improvement, or whether this is the beginning of a zigzag pattern.

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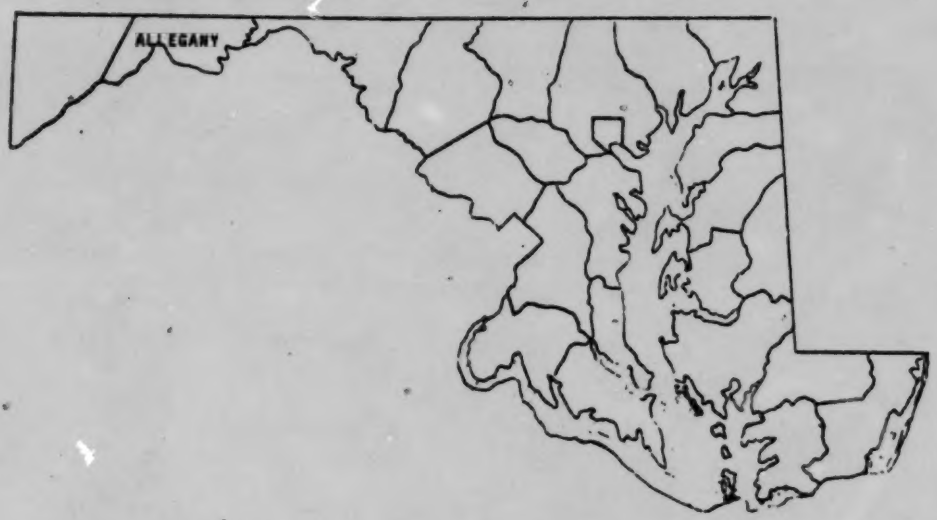
* An increase of .4 GE, third-grade Language Total, from Year I to Year IV. The standard error of the language total subtest is .23 GE for the third grade.

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ALLEGANY COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	102	103	103	103	104
	5	106	104	106	106	106
	7	105	103	106	106	106
	9	107	104	105	105	NR*
VOCABULARY (ITBS)	3	3.8	3.9	4.0	4.0	NR
	5	5.6	5.5	5.7	5.6	NR
	7	7.7	7.7	7.5	7.4	NR
	9	9.3	9.2	9.0	9.0	NR
READING COMPREHENSION (ITBS)	3	4.0	3.9	4.0	4.1	4.2
	5	5.6	5.6	5.6	5.6	5.6
	7	7.1	7.2	7.4	7.3	7.2
	9	8.7	8.6	8.4	8.5	NR
LANGUAGE TOTAL (ITBS)	3	4.5	4.5	4.6	4.7	NR
	5	5.8	5.9	6.1	6.1	6.1
	7	7.5	7.8	7.6	7.6	7.5
	9	9.0	8.9	8.9	8.9	NR
MATHEMATICAL TOTAL (ITBS)	3	3.9	3.8	4.0	3.9	NR
	5	5.8	5.8	5.9	5.8	5.7
	7	7.4	7.3	7.4	7.4	7.3
	9	8.9	8.6	8.6	8.7	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BARTON	3	99.	3.6		
	5	105.	5.3	6.0	5.4
BEALL ELEMENTARY	3	102.	3.8		
	5	106.	5.7	6.1	5.9
BEALL HIGH	7	105.	7.1	7.6	7.0
BELAIR ELEM	3	109.	4.6		
	5	111.	6.4	6.7	6.5
BRADDOCK JR HIGH	7	110.	7.7	8.1	7.9
BRUCE SR JR HIGH	7	104.	7.0	7.2	7.6
COLUMBIA STREET	3	104.	3.4		
	5	100.	5.1	5.2	5.1
CORRIGANVILLE	3	107.	4.7		
	5	102.	5.6	5.9	5.4
CRESAPTOWN ELEM	3	111.	4.5		
	5	109.	5.9	6.3	6.1
EAST SIDE	3	97.	3.9		
	5	104.	5.2	5.8	5.6
ECKHART	3	108.	4.3		
	5	103.	5.2	6.1	4.9
ELLERSLIE	3	100.	4.1		
	5	98.	5.5	5.5	4.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
FLINTSTONE	3	104.	4.1		
	5	98.	5.1	5.1	4.8
	7	104.	7.1	7.7	7.0
FROST	3	108.	4.5		
	5	108.	5.4	6.0	5.6
GEORGES CREEK	3	98.	3.7		
	5	106.	5.2	6.0	5.5
GEPHART	3	108.	4.3		
	5	112.	6.7	7.3	6.
JOHNSON HEIGHTS	3	111.	4.6		
	5	112.	6.0	6.6	6.3
JOHN HUMBIRD	3	105.	4.3		
	5	104.	5.4	6.1	5.4
LAVALE	3	106.	4.5		
	5	104.	5.6	6.1	5.9
MCCOOLE	3	100.	3.6		
	5	102.	5.4	5.9	5.5
MT SAVAGE	3	103.	3.9		
	5	106.	5.0	5.4	4.9
	7	102.	6.7	6.8	6.8
NORTHEAST	3	105.	4.2		
	5	109.	5.6	6.3	5.4
OLDTOWN	3	102.	4.0		
	5	105.	5.3	5.5	5.2
	7	102.	6.1	6.2	6.5
PARKSIDE	3	111.	4.8		
	5	113.	6.3	6.9	6.5

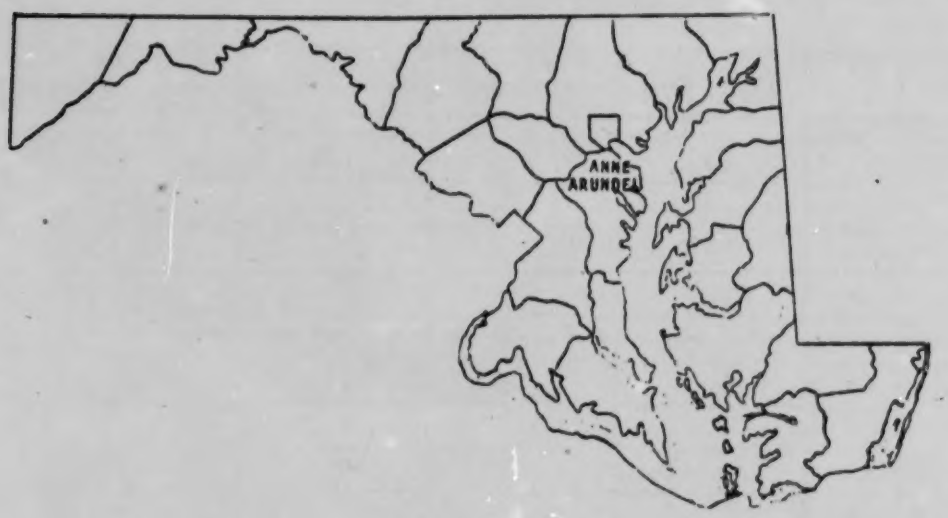
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
PENNSYLVANIA AVENUE	3	102.	4.2		
	5	106.	5.7	6.0	5.8
PINEY PLAINS	3	101.	3.7		
	5	103.	5.2	4.9	4.8
VALLEY SR JR HIGH	7	104.	7.1	7.5	7.2
VOCATIONAL TECH CTR	5		5.3	6.0	5.4
WASHINGTON JR HIGH	7	108.	7.2	7.6	7.4
WESTERNPORT	3	101.	4.1		
	5	108.	5.9	6.4	5.9
WEST SIDE	3	103.	4.4		
	5	110.	6.3	7.4	6.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ANNE ARUNDEL COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	100	101	104	104	105
	5	100	103	105	106	107
	7	102	103	104	105	106
	9	104	102	106	107	NR*
VOCABULARY (ITBS)	3	3.6	3.6	3.8	3.9	NR
	5	5.4	5.4	5.5	5.7	NR
	7	7.0	6.9	7.0	7.1	NR
	9	8.5	8.5	8.6	8.6	NR
READING COMPREHENSION (ITBS)	3	3.6	3.7	3.8	4.0	4.1
	5	5.4	5.3	5.5	5.6	5.7
	7	6.9	7.0	7.0	7.1	7.1
	9	8.4	8.4	8.6	8.6	NR
LANGUAGE TOTAL (ITBS)	3	4.0	3.9	4.2	4.4	NR
	5	5.4	5.5	5.7	6.0	6.0
	7	6.9	6.8	7.0	7.0	7.0
	9	8.2	8.2	8.3	8.4	NR
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.8	3.8	NR
	5	5.5	5.5	5.6	5.7	5.7
	7	7.1	7.1	7.2	7.2	7.2
	9	8.6	8.5	8.6	8.7	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ANNAPOLIS ELEMENTARY	3	110.	4.2		
	5	112.	6.1	6.5	5.7
ANNAPOLIS JR HIGH	7	99.	6.3	6.3	6.4
ARNOLD ELEMENTARY	3	110.	4.4		
	5	111.	6.2	6.8	6.2
ARUNDEL JR HIGH	7	109.	7.6	7.4	7.5
BATES JR	7	101.	7.1	7.0	6.9
BAYVIEW MIDDLE	7	107.	6.8	7.1	7.2
BELLE GROVE ELEM	3	99.	4.3		
	5	99.	6.4	6.7	6.3
BELVEDERE ELEMENTARY	3	105.	4.3		
	5	108.	5.7	6.1	5.6
BENFIELD	3	111.	5.0		
	5	116.	6.8	7.1	6.8
BODKIN ELEM	3	110.	4.3		
	5	110.	6.2	6.7	6.3
BROADNECK	3	109.	4.6		
	5	113.	6.1	6.4	6.0
BROCK BRIDGE	3	101.	3.9		
	5	107.	5.2	5.7	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS: AVG SAS	RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BROOKLYN PARK SR JR	7	103.	6.8	6.8	6.8
CAPE ST CLAIR	3	107.	4.2		
	5	112.	6.0	6.6	6.5
CARRIE R WEEDON	3	109.	4.2		
	5	107.	6.0	6.0	5.8
CENTRAL MIDDLE	7	106.	7.2	7.2	7.6
CENTRAL	3	103.	3.8		
	5	108.	5.6	5.9	5.4
CORKRAN JR HIGH	7	104.	6.9	6.9	7.2
CROFTON WOODS	3	113.	4.5		
	5	112.	6.2	6.4	5.9
CROFTON	3	107.	4.3		
	5	105.	5.5	5.8	5.5
DAVIDSONVILLE	3	104.	3.8		
	5	106.	5.8	5.9	5.5
DEALE	3	111.	4.0		
	5	103.	5.5	5.2	5.4
EASTPORT	3	95.	3.9		
	5	101.	4.9	5.8	5.1
EDGEWATER	3	98.	3.6		
	5	106.	5.6	5.8	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
FERNDALE	3	102.	3.8		
	5	110.	5.9	5.9	5.8
FOLGER MCKINSEY	3	110.	4.8		
	5	114.	6.5	6.7	6.6
FORT SMALLWOOD	3	105.	4.4		
	5	108.	5.5	6.3	5.7
FOUR SEASON	3	104.	4.2		
	5	113.	6.1	7.0	6.3
FREETOWN	3	101.	3.5		
	5	103.	5.6	5.8	5.4
GEORGE CROMWELL	3	106.	4.7		
	5	108.	6.2	6.3	6.0
GEORGE FOX MIDDLE	7	105.	6.3	6.4	6.6
GEORGETOWN EAST	3	105.	3.9		
	5	99.	5.0	5.5	5.2
GERMANTOWN ELEM	3	102.	3.6		
	5	102.	4.9	5.4	5.1
GLENBURNIE PARK	3	104.	4.0		
	5	104.	5.8	5.8	5.6
GLENDALE	3	102.	3.8		
	5	105.	5.6	5.9	5.8
HARMAN	3	105.	4.2		
	5	106.	6.0	6.5	5.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HIGH POINT	3	102.	4.2		
	5	104.	5.3	5.8	5.5
HILLSMERE	3	106.	4.1		
	5	104.	5.4	5.4	5.7
HILLTOP	3	108.	4.4		
	5	109.	6.2	6.8	6.4
JACOBSVILLE	3	106.	4.1		
	5	103.	5.0	5.9	5.3
JESSUP	3	106.	4.1		
	5	102.	5.0	5.6	5.2
JONES	3	117.	4.6		
	5	116.	6.5	7.0	6.8
LAKE SHORE	3	103.	4.1		
	5	105.	5.4	5.9	5.4
LINDALE JR HIGH	7	105.	6.9	7.0	7.1
LINTHICUM	3	101.	4.2		
	5	108.	6.0	6.6	6.0
LOTHIAN	3	97.	3.5		
	5	104.	4.8	5.1	5.0
MACARTHUR MIDDLE	7	106.	7.0	6.9	7.1
MAGOTHY RIVER MIDDLE	7	112.	7.7	7.5	7.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
MANOR VIEW	3	103.	3.8		
	5	104.	5.6	5.7	5.3
MARLEY	3	99.	3.8		
	5	105.	5.2	5.3	5.3
MARLEY JR HIGH	7	104.	6.8	6.8	7.1
MARYLAND CITY	3	103.	4.2		
	5	106.	5.3	5.5	5.1
MAYO	3	106.	4.2		
	5	112.	6.1	6.5	6.5
MEADE HEIGHTS	3	106.	4.1		
	5	108.	5.5	5.4	5.8
MILLERSVILLE ELEM	3	105.	4.6		
	5	107.	5.7	6.0	5.4
NORTH GLEN	3	100.	3.7		
	5	104.	5.6	6.0	5.6
OAK HILL	3	106.	4.3		
	5	109.	6.1	6.6	6.2
OAKWOOD	3	104.	4.4		
	5	105.	6.1	6.8	6.2
ODENTON	3	102.	3.5		
	5	107.	5.2	5.4	5.5
OLD MILL MIDDLE N	7	110.	7.1	7.2	7.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
OLD MILL MIDDLE S	7	108.	6.9	7.4	7.1
OVERLOOK	3	100.	3.8		
	5	107.	5.8	5.9	5.8
PARK ELEMENTARY	3	100.	3.9		
	5	105.	5.9	6.2	5.8
PAROLE	3	99.	3.5		
	5	102.	5.3	6.1	5.5
PASADENA	3	105.	4.1		
	5	105.	5.6	6.0	6.0
PERSHING HILL	3	106.	4.1		
	5	108.	5.8	5.8	5.6
POINT PLEASANT	3	107.	3.9		
	5	104.	5.4	5.8	5.6
QUARTERFIELD	3	109.	4.2		
	5	106.	5.7	6.1	5.6
RICHARD HENRY LEE	3	100.	3.5		
	5	101.	5.2	5.7	5.1
RIDGEWAY	3	102.	3.8		
	5	101.	5.4	5.3	5.3
RIPPLING WOODS	3	110.	4.5		
	5	112.	6.1	6.5	6.1
RIVIERA BEACH	3	103.	3.9		
	5	105.	5.4	5.7	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS: AVG SAS	RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ROLLING KNOLLS	3	105.	4.3		
	5	107.	5.4	5.3	5.2
SEVERN	3	101.	3.6		
	5	106.	5.3	5.9	5.7
SEVERN RIVER JR	7	111.	7.7	7.6	7.9
SEVERNA PARK	3	114.	4.6		
	5	113.	6.2	6.6	6.2
SEVERNA PARK JR HIGH	7	112.	8.1	8.0	8.4
SHADY SIDE ELEM	3	103.	4.0		
	5	106.	5.9	5.6	5.3
SOLLEY	3	103.	3.3		
	5	105.	4.5	5.3	4.9
SOUTH SHORE	3	109.	4.2		
	5	113.	5.9	6.3	6.0
SOUTHERN MIDDLE	7	104.	6.9	6.7	7.0
SOUTHGATE	3	107.	4.2		
	5	109.	5.8	6.5	5.8
SUNSET	3	98.	3.6		
	5	100.	5.2	5.5	5.4
TRACEYS	3	101.	4.1		
	5	108.	5.5	6.4	5.8

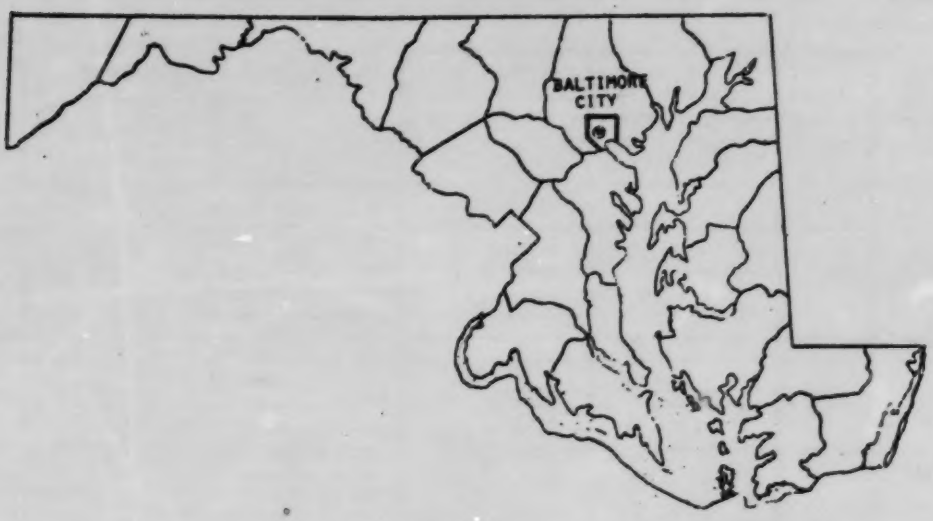
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

			SKILL AREAS		
			RDG COMPN	LANG TOTAL	MATH TOTAL
TYLER HEIGHTS	3	100.	3.4		
	5	99.	4.9	5.4	5.4
VAN BOKKELEN	3	102.	3.5		
	5	103.	4.5	5.2	5.1
WAUGH CHAPEL	3	106.	4.1		
	5	107.	5.4	5.7	5.6
WEST ANNAPOLIS	3	98.	3.7		
	5	99.	5.2	4.9	5.0
WEST MEADE	3	103.	4.2		
	5	104.	5.7	5.4	5.4
WINDMILL PT MIDDLE	7	106.	7.0	6.8	7.4
WOODSIDE	3	102.	4.1		
	5	106.	5.9	5.9	5.2

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE CITY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	90	90	91	92	92
	5	91	91	93	93	93
	7	90	89	91	91	93
	9	92	91	93	93	NR*
VOCABULARY (ITBS)	3	2.8	2.8	2.9	3.3	NR
	5	4.4	4.3	4.3	4.5	NR
	7	5.7	5.6	5.5	5.5	NR
	9	7.4	7.3	7.1	7.2	NR
READING COMPREHENSION (ITBS)	3	2.9	2.8	2.9	3.1	3.1
	5	4.4	4.3	4.3	4.4	4.5
	7	5.7	5.6	5.5	5.5	5.7
	9	7.2	7.1	6.9	6.9	NR
LANGUAGE TOTAL (ITBS)	3	3.4	3.3	3.4	3.5	NR
	5	4.9	4.7	4.7	4.8	5.0
	7	6.2	6.0	5.9	5.9	5.9
	9	7.8	7.6	7.4	7.4	NR
MATHEMATICAL TOTAL (ITBS)	3	3.1	3.0	3.0	3.1	NR
	5	4.8	4.7	4.6	4.7	4.8
	7	6.2	6.0	5.9	5.9	6.1
	9	7.7	7.4	7.3	7.3	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ABBOTTSTON	3	87.	2.6		
	5	86.	4.0	4.5	4.3
ABRAHAM LINCOLN	3	93.	3.0		
	5	92.	4.2	4.8	5.0
ALEXANDER HAMILTON	3	94.	2.8		
	5	93.	4.0	4.5	4.3
ARLINGTON	3	92.	3.3		
	5	92.	6.1	6.6	6.0
ARMSTEAD GARDENS	3	91.	3.1		
	5	94.	4.9	5.1	4.9
	7	95.	6.4	6.5	6.5
ARUNDEL	3	95.	2.7		
	5	92.	4.1	4.8	4.3
ASHBURTON	3	97.	3.2		
	5	99.	4.3	5.2	4.9
BARCLAY	3	90.	3.0		
	5	92.	4.4	4.7	4.7
BARRISTER CHARLES CA	3	93.	2.7		
	5	93.	4.1	4.6	4.4
BAY BROOK ELEMENTARY	3	86.	2.8		
	5	98.	4.7	5.4	5.0
BEECHFIELD	3	102.	3.5		
	5	101.	5.0	5.3	5.4
BELMONT	3	93.	2.7		
	5	90.	4.5	4.4	4.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BENJAMIN FRANKLIN	7	93.	5.8	5.8	6.2
BENTALOU	3	96.	3.2		
BETSY ROSS	3	90.	3.0		
BOOKER T WASHINGTON	7	87.	5.5	5.3	5.7
BREHMS LANE	3	98.	3.8		
	5	103.	5.0	5.3	5.5
BROOKLYN	3	94.	3.4		
	5	97.	4.7	4.8	4.9
CALLAWAY	3	87.	3.2		
	5	93.	4.5	5.0	4.5
CALVERTON	7	88.	5.2	5.5	5.8
CANTON ELEMENTARY	3	98.	2.9		
	5	99.	4.7	5.0	4.9
	7	93.	5.7	5.5	6.1
CARTER GODWIN WOODSO	3	83.	4.3		
	5	97.	4.5	5.1	4.4
CECIL	3	91.	2.8		
	5	91.	4.0	4.6	4.5
CHARLES CARROLL	3	93.	3.1		
	5	89.	4.0	4.5	4.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CHERRY HILL	3	87.	3.1		
	5	93.	4.0	4.8	4.5
CHERRY HILL	7	90.	4.9	5.3	5.4
CHINQUAPIN MIDDLE	7	101.	6.7	6.8	6.8
CITY SPRINGS	3	88.	2.7		
	5	84.	3.9	4.4	3.9
CLIFTON PARK	7	90.	5.0	5.0	5.5
COLDSTREAM PARK	3	95.	3.2		
	5	95.	4.5	4.8	4.3
COLLINGTON SQUARE	3	88.	2.9		
	5	87.	4.0	4.1	4.3
COMMODORE JOHN ROGER	3	87.	2.8		
	5	90.	4.2	4.4	4.2
COPPIN	3	88.	3.0		
	5	86.	3.9	4.5	4.2
CROSS COUNTRY	3	98.	3.6		
	5	94.	4.9	5.5	5.1
CURTIS BAY	3	90.	3.4		
	5	97.	5.4	5.1	5.2
DALLAS F NICHOLAS SR	3	93.	2.8		
	5	93.	4.1	4.4	4.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
DAVID E WEGLEIN	3	85.	2.7		
	5	85.	4.6	5.0	5.0
DICKEY HILL	3	88.	3.2		
	5	100.	5.0	5.4	4.9
DR BERNARD HARRIS EL	3	88.	2.6		
	5	87.	4.0	5.1	5.3
DR MARTIN LUTHER KIN	5	91.	4.4	4.9	4.6
DR RAYNER BROWNE	3	79.	2.5		
	5	88.	4.0	4.6	4.4
DUKE ELLINGTON	3	92.	3.7		
EDGECOMB CIRCLE	3	90.	3.0		
	5	92.	4.0	4.4	4.3
EDGEWOOD	3	98.	3.0		
	5	91.	4.4	5.1	4.6
ELMER A HENDERSON	3	91.	2.8		
	5	93.	3.7	4.4	4.5
EUTAW	3	90.	3.2		
	5	87.	4.6	4.8	4.5
FALLSTAFF	7	101.	6.8	6.9	6.8
FANNIE L BARBOUR	5	87.	4.5	4.4	4.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
FEDERAL HILL	3	88.	2.8		
	5	93.	4.3	4.5	4.5
FORT WORTHINGTON	3	90.	2.8		
	5	92.	4.2	5.0	4.5
FRANCIS SCOTT KEY	3	89.	3.1		
	5	82.	4.7	5.1	4.8
	7	94.	5.9	6.1	6.2
FRANKFORD	5	94.	4.6	5.0	4.6
FRANKLIN D ROOSEVELT	3	87.	2.9		
	5	86.	4.0	4.6	4.3
FRANKLIN SQUARE	5	94.	4.5	4.9	4.8
FUPLEY	3	93.	3.5		
	5	98.	4.9	5.4	5.6
FURMAN TEMPLETON	3	82.	2.6		
	5	88.	3.8	4.2	4.5
GARDENVILLE	3	86.	3.9		
	5	103.	5.4	6.2	5.8
GARRETT HEIGHTS	3	97.	3.7		
	5	104.	5.2	5.6	5.7
GARRISON	7	93.	5.7	6.0	6.2
GEORGE KELSON	3	82.	2.7		
	5	87.	3.7	3.9	4.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
GEORGE STREET	3	84.	2.6		
	5	84.	3.6	4.1	3.9
GEORGE WASHINGTON	3	91.	2.8		
	5	95.	4.4	4.7	4.5
GILMOR	3	89.	2.9		
	5	89.	3.8	4.3	4.2
GLENMOINT	3	101.	3.9		
	5	108.	6.0	6.6	6.1
GOVANS	3	95.	3.6		
	5	95.	4.7	5.2	4.8
GRACELAND PARK ODONN	3	89.	3.1		
	5	95.	5.1	5.5	5.7
GREENSPRING	7	91.	5.5	5.6	5.8
GROVE PARK	3	97.	3.2		
	5	95.	4.9		5.1
GUILFORD	3	87.	3.3		
	5	98.	5.3	5.1	5.1
GUILFORD AVENUE	3	97.	2.9		
	5	99.	4.9	5.5	5.1
GWYNNS FALLS	3	89.	3.6		
	5	97.	4.3	5.5	5.0
	7	97.	5.9	6.5	6.7
GWYNNS FALLS PARK	7	90.	5.4	5.6	5.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HAMILTON	7	91.	5.8	6.1	6.3
HAMILTON	3	104.	3.6		
	5	106.	4.8	5.4	5.1
HAMPDEN	3	0.	4.1		
	5	0.	5.8	0.0	5.7
HAMPSTEAD HILL	3	93.	3.1		
	5	99.	5.0	4.9	5.1
HAMPSTEAD HILL	7	87.	5.6	5.7	5.9
HARFORD HEIGHTS	3	90.	2.9		
	5	97.	4.4	4.9	4.7
HARLEM PARK	3	91.	2.7		
	5	89.	4.0	5.4	4.9
HARLEM PARK	7	91.	5.3	5.2	5.8
HAZELWOOD	3	101.	3.8		
	5	103.	5.5	5.9	5.5
	7	104.	7.5	7.9	7.4
HERRING RUN	7	94.	5.5	5.7	5.9
HIGHLANDTOWN	3	98.	3.6		
	5	96.	4.5	4.8	5.0
HIGHLANDTOWN	3	94.	3.1		
	5	101.	5.3	6.6	5.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HILTON	3	94.	3.2		
	5	97.	5.0	5.4	4.8
HOLABIRD	3	96.	2.8		
	5	101.	4.7	5.2	5.2
HOUSTON-WOODS	7	91.	5.1	0.0	5.6
HOWARD PARK	3	88.	2.8		
	5	94.	4.4	5.0	5.0
IRVINGTON	3	88.	2.8		
	5	89.	4.1	4.5	4.3
	7	91.	5.2	5.5	5.8
JACKIE ROBINSON	5	92.	4.1	4.6	4.8
JAMES MC HENRY	3	86.	3.2		
JAMES MONROE	3	87.	2.7		
	5	88.	3.8	4.1	4.0
JAMES MOSHER	3	91.	3.1		
	5	95.	5.0	5.2	4.7
JOHNSTON SQUARE	3	94.	2.8		
	5	89.	4.0	4.6	4.4
JOHN EAGER HOWARD	3	84.	2.6		
	5	89.	4.4	4.8	4.8
JOHN RUHRAH	3	84.	3.0		
	5	96.	4.7	5.9	5.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
JOSEPH HARRISON LOCK	3	86.	2.6		
	5	90.	4.5	5.3	4.8
JOSIAH DIGGS	7	86.	5.5	5.3	5.7
LAFAYETTE	3	89.	3.0		
	5	92.	4.2	4.8	4.6
LAKELAND	3	100.	3.3		
	5	100.	5.1	5.4	5.3
LANGSTON HUGHES	3	92.	2.8		
	5	84.	3.8	4.5	4.3
LEITH WALK	3	101.	3.8		
	5	103.	5.6	6.2	5.7
LEXINGTON TERRACE	3	87.	2.5		
	5	90.	3.9	4.7	4.4
LIBERTY	3	94.	3.1		
LOMBARD	7	87.	5.2	5.4	6.0
LYNDHURST	3	89.	2.7		
	5	91.	4.8	5.2	5.0
MADISON SQUARE	3	92.	2.8		
	5	92.	4.0	4.4	4.2
MALCOLM X ELEMENTARY	3	99.	3.4		

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
MARGARET BRENT	3	91.	2.8		
	5	91.	4.1	4.7	4.5
MARY E RODMAN	3	93.	2.9		
	5	93.	4.2	5.2	4.6
MATTHEW A HENSON	3	92.	3.0		
	5	89.	4.6	5.0	5.3
MEDFIELD HEIGHTS	3	101.	3.5		
	5	97.	4.9	5.4	5.2
MONTEBELLO	3	93.	2.8		
	5	90.	4.0	4.5	4.3
MORAVIA PARK PRIMARY	3	93.	3.1		
MORDECAI GIST	3	84.	2.7		
	5	84.	4.3	5.1	4.8
MORRELL	3	96.	3.2		
	5	97.	4.9	5.2	5.2
MT ROYAL	3	101.	3.5		
	5	104.	5.3	5.8	5.6
	7	102.	6.1	7.0	7.1
MT WASHINGTON	3	111.	4.6		
	5	114.	6.6	7.1	6.9
NORTHEAST MIDDLE	7	98.	6.3	6.5	6.5
NORTHERN PKWY JUNIOR	7	91.	5.8	5.6	6.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
NORTHWOOD	3	94.	3.3		
	5	96.	4.6	4.8	4.8
PARK HEIGHTS ELEM	3	83.	2.6		
	5	91.	4.1	5.1	5.2
PATAPSCO	3	87.	2.9		
	5	87.	3.8	4.1	4.3
PIMLICO	3	88.	2.9		
	5	86.	4.2	4.6	4.4
PIMLICO	7	93.	5.7	6.0	5.9
ROBERT FULTON	3	84.	2.7		
	5	86.	4.0	4.4	4.6
ROBERT POOLE	7	94.	5.8	6.0	6.0
ROBERT W COLEMAN	3	91.	3.0		
	5	88.	4.1	4.5	4.3
ROCK GLEN	7	93.	5.6	6.0	5.9
ROGNEL HEIGHTS	3	89.	3.0		
	5	90.	4.2	4.6	4.5
ROLAND PK ELEMENTARY	3	97.	3.9		
	5	105.	6.1	6.4	6.0
	7	96.	5.6	5.7	6.1
ROSEMONT	3	94.	2.8		
	5	90.	4.0	4.3	4.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
RUTLAND	3	93.	3.1		
	5	92.	4.1	5.0	4.8
SAMUEL COLERIDGE TAY	3	87.	2.3		
	5	98.	4.7	5.4	5.3
SAMUEL F B MORSE	5	94.	4.5	4.7	5.0
SARAH M ROACH	3	94.	3.2		
	5	91.	5.3	5.2	5.4
SINCLAIR LANE	3	98.	2.9		
	5	96.	4.7	5.0	4.8
SOUTHEAST MIDDLE	7	97.	6.3	6.3	6.3
SPRINGHILL	3	88.	2.9		
STEUART HILL	3	90.	2.6		
TENCH TILGHMAN	3	88.	2.6		
	5	91.	4.1	4.5	4.1
THOMAS G HAYES	3	94.	3.2		
	5	91.	4.1	4.9	4.8
THOMAS JEFFERSON	3	97.	3.3		
	5	96.	4.8	5.3	4.9
THOMAS JOHNSON	3	95.	3.2		
	5	96.	4.6	4.8	5.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
VICTORY	3	86.	2.7		
	5	94.	4.3	4.5	4.3
VIOLETVILLE	3	100.	3.7		
	5	102.	5.2	5.7	5.7
WALTER P CARTER	3	73.	3.7		
	5	93.	5.2	5.3	4.8
WAVERLY	3	92.	3.0		
	5	97.	4.7	4.8	4.6
WESPORT	3	92.	2.8		
	5	84.	3.7	4.1	4.4
WESTSIDE	3	87.	2.8		
	5	88.	4.3	4.4	4.3
WILLIAM LEMMEL	7	86.	5.1	5.5	5.6
WILLIAM PACA	3	92.	2.7		
	5	87.	4.1	4.1	4.4
WINDSOR HILLS	3	90.	2.9		
	5	91.	4.3	5.0	4.9
WINSTON MIDDLE	7	95.	6.1	6.5	6.2
WM PINDERHUGHES	3	89.	2.8		
	5	86.	4.1	4.6	4.4

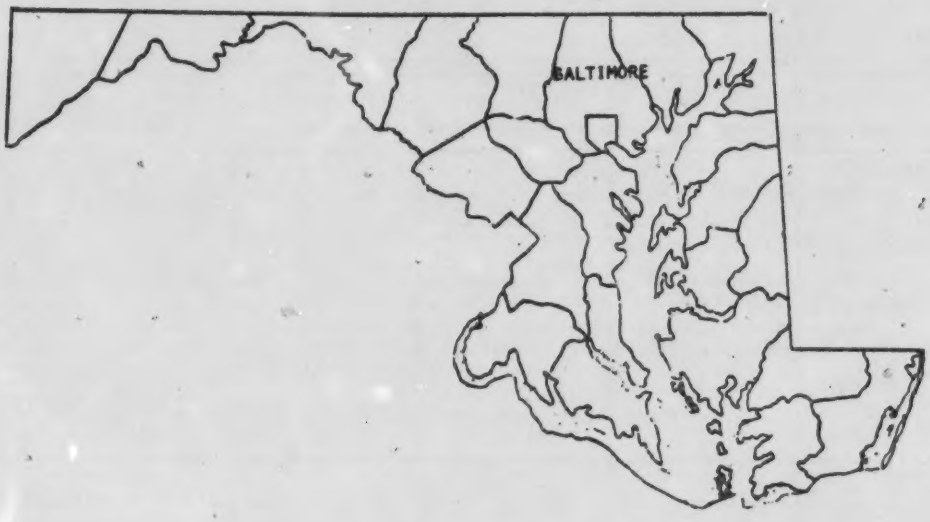
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
WOODHOME	3	104.	4.1		
	5	98.	5.4	5.7	5.6
YORKWOOD	3	100.	3.8		
	5	102.	5.6	6.1	5.7

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	105	106	107	107	108
	5	106	106	109	108	110
	7	104	104	106	107	108
	9	104	104	107	107	NR*
VOCABULARY (ITBS)	3	3.9	3.9	4.0	4.1	NR
	5	5.5	5.5	5.5	5.5	NR
	7	7.3	7.3	7.3	7.3	NR
	9	8.9	8.9	8.9	8.9	NR
READING COMPREHENSION (ITBS)	3	3.9	4.0	4.0	4.1	4.2
	5	5.6	5.7	5.7	5.7	5.8
	7	7.3	7.3	7.2	7.2	7.3
	9	8.8	8.8	8.8	8.7	NR
LANGUAGE TOTAL (ITBS)	3	4.2	4.4	4.4	4.6	NR
	5	5.9	6.0	6.0	6.1	6.2
	7	7.5	7.4	7.5	7.4	7.6
	9	8.7	8.7	8.8	8.7	NR
MATHEMATICAL TOTAL (ITBS)	3	4.0	4.0	4.0	4.1	NR
	5	6.0	6.0	6.0	5.9	6.0
	7	7.8	7.7	7.7	7.6	7.7
	9	9.1	9.1	9.1	9.0	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ARBUTUS JR HIGH	7	110.	7.2	7.6	7.5
ARBUTUS	3	105.	4.1		
	5	112.	5.6	5.1	5.1
BACK RIVER	3	109.	3.5		
	5	105.	5.5	5.7	5.7
BALTIMORE HIGHLANDS	3	103.	3.9		
	5	109.	5.6	5.6	5.6
BATTLE GROVE	3	105.	3.5		
	5	105.	5.2	5.7	5.5
BEAR CREEK	3	108.	4.0		
	5	103.	5.2	5.7	5.7
BEDFORD	3	109.	4.4		
	5	111.	6.1	6.3	5.9
BERKSHIRE	3	106.	4.1		
	5	109.	5.5	5.9	5.8
CANDLEWOOD	3	105.	3.5		
	5	107.	5.3	5.8	5.6
CARNEY	3	111.	4.7		
	5	107.	5.6	6.2	5.9
CARROLL MANOR	3	111.	4.8		
	5	112.	6.4	6.6	5.4
CATONSVILLE JR HIGH	7	108.	7.4	7.5	8.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CATONSVILLE	3	113.	4.5		
	5	111.	6.0	5.4	5.1
CEDARMERE	3	104.	4.1		
	5	108.	5.9	6.0	6.0
CHADWICK	3	103.	4.1		
	5	110.	5.3	5.4	5.8
CHAPEL HILL	3	111.	4.2		
	5	108.	5.6	5.7	5.6
CHARLESMONT	3	107.	3.9		
	5	103.	5.1	5.5	5.4
CHASE	3	101.	3.6		
	5	105.	5.2	5.7	5.4
CHESAPEAKE TERRACE	3	108.	4.0		
	5	106.	5.7	6.0	5.9
CHURCH LANE	3	114.	4.4		
	5	116.	6.3	6.9	6.8
COCKEYSVILLE	3	110.	4.1		
	5	111.	5.9	5.0	5.1
COCKEYSVILLE JR HIGH	7	113.	8.0	8.0	8.3
COLGATE	3	102.	3.4		
	5	105.	5.3	5.6	5.5
CROMWELL VALLEY	3	120.	5.0		
	5	117.	7.0	7.8	6.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPH AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
DEEP CREEK	3	99.	3.3		
	5	105.	5.2	5.5	5.3
DEEP CREEK JR HIGH	7	102.	5.7	6.8	6.9
DEER PARK	3	114.	4.4		
	5	111.	5.8	6.1	5.9
DEER PARK JR HIGH	7	111.	7.7	8.2	8.2
DUMBARTON JR HIGH	7	111.	7.7	8.1	8.2
DUNDALK JR HIGH	7	104.	6.7	7.0	7.3
DUNDALK	3	107.	4.1		
	5	108.	5.3	5.9	5.3
EASTWOOD	3	99.	3.4		
	5	105.	5.1	4.9	5.3
EDGEMERE	3	106.	3.9		
	5	107.	5.5	6.1	5.7
EDMONSON HEIGHTS	3	111.	4.5		
	5	111.	6.0	6.2	6.2
ELMWOOD	3	108.	4.2		
	5	107.	5.4	5.9	5.7
ESSEX	3	109.	4.1		
	5	105.	5.4	5.6	5.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
FEATHERBED LANE	3	102.	3.9		
	5	108.	5.6	6.4	6.0
FIFTH DISTRICT	3	107.	4.0		
	5	108.	6.2	6.4	6.3
FORT GARRISON	3	114.	4.5		
	5	116.	6.4	7.3	6.9
FRANKLIN	3	108.	4.2		
	5	109.	6.0	6.3	6.3
FRANKLIN JR HIGH	7	107.	7.2	7.4	7.5
FULLERTON	3	112.	4.5		
	5	109.	5.7	5.9	5.9
GENERAL JOHN STRICKE	7	104.	6.7	7.4	7.3
GLENMAR	3	102.	3.8		
	5	102.	5.4	5.9	5.7
GOLDEN RING JR HIGH	7	107.	7.2	7.6	7.6
GRANGE	3	110.	3.9		
	5	110.	5.5	5.9	6.2
GRAY MANOR	3	103.	3.7		
	5	109.	5.4	6.1	5.6
GUNPOWDER	3	111.	4.3		
	5	117.	6.3	6.9	6.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HALETHORPE	3	108.	3.5		
	5	108.	5.0	5.4	5.4
HAMPTON	3	102.	4.7		
	5	114.	5.4	6.9	5.3
HARFORD HILLS	3	111.	4.2		
	5	114.	5.0	7.0	5.4
HAWTHORNE	3	104.	3.9		
	5	106.	5.4	6.0	5.6
HERRVILLE	3	103.	4.1		
	5	105.	5.5	5.7	5.5
HEREFORD JR SR HIGH	7	106.	7.4	7.7	8.2
HERNWOOD	3	111.	4.4		
	5	115.	6.3	6.3	5.4
HILLCREST	3	108.	4.7		
	5	112.	5.4	7.1	5.7
HILLENDALE	3	108.	4.0		
	5	107.	5.7	6.2	5.7
HOLABIRD JR HIGH	7	105.	6.9	7.0	7.3
INVERNESS	5	104.	5.3	5.6	5.4
JOHNNYCAKE	3	106.	4.3		
	5	112.	5.9	6.9	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
JOHNNYCAKE JR HIGH	7	109.	7.4	7.5	7.9
KINGSVILLE	3	111.	4.1		
	5	110.	5.0	5.4	5.3
LANSDOWNE	3	102.	3.9		
	5	105.	5.3	5.2	5.3
LANSDOWNE MIDDLE	7	101.	6.9	6.9	7.2
LOCH RAVEN	3	114.	4.4		
	5	113.	5.0	5.4	5.3
LOCH RAVEN JR HIGH	7	110.	7.9	8.1	8.3
LOGAN	3	108.	3.9		
LUTHERVILLE	3	109.	4.9		
	5	115.	5.3	5.9	5.7
MAIDEN CHOICE	3	108.	3.9		
	5	106.	5.2	5.6	5.6
MARS ESTATES	3	109.	3.8		
	5	111.	5.5	5.2	5.6
MARTIN BOULEVARD	3	109.	4.2		
	5	107.	5.5	5.4	5.9
MCCORMICK	3	111.	4.4		
	5	111.	5.9	5.5	5.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS: AVG SAS	RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
MERRITT POINT	5	102.	5.1	5.5	5.5
MIDDLE RIVER JR HIGH	7	105.	5.9	7.1	7.1
MIDDLEBOROUGH	3	103.	3.9		
	5	99.	5.0	5.3	5.0
MIDDLESEX	3	106.	3.7		
	5	105.	5.3	5.5	5.5
MILBROOK	3	118.	4.4		
	5	107.	5.9	6.3	5.9
NORTH POINT JR HIGH	7	105.	5.9	7.9	7.1
NORWOOD	3	110.	4.2		
	5	108.	5.6	6.2	5.9
OAKLEIGH	3	107.	4.0		
	5	105.	5.7	6.3	5.9
OLD COURT JR HIGH	7	111.	7.6	7.9	9.1
OREMS	3	101.	3.7		
	5	108.	5.2	5.4	5.4
OWINGS MILLS	3	102.	3.8		
	5	106.	5.5	5.6	5.6
PADONIA	3	108.	4.2		
	5	108.	5.5	5.9	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
PARKVILLE	3	107.	4.1		
	5	108.	5.6	6.1	5.1
PARKVILLE JR HIGH	7	110.	7.4	7.8	7.8
PERRY HALL	3	108.	4.1		
	5	109.	5.4	6.0	5.9
PERRY HALL JR HIGH	7	110.	7.5	7.9	9.0
PIKESVILLE JR HI	7	111.	7.9	9.4	9.4
PINEWOOD	3	115.	4.7		
	5	112.	6.5	6.5	6.5
PINE GROVE	3	115.	4.5		
	5	114.	6.1	6.7	6.3
PINE GROVE JR HIGH	7	109.	7.7	7.6	7.9
PLEASANT PLAINS	3	111.	4.4		
	5	112.	6.1	6.4	6.1
POT SPRING	3	118.	4.9		
	5	118.	6.4	7.1	7.0
POWHATAN	3	104.	3.9		
	5	104.	5.3	5.7	5.3
PRETTY BOY	3	117.	4.1		
	5	109.	6.2	7.1	6.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
RANDALLSTOWN	3	113.	4.7		
	5	111.	4.1	5.8	5.3
RED HOUSE RUN	3	111.	4.4		
	5	110.	6.2	5.5	5.2
REISTERSTOWN	3	112.	4.5		
	5	110.	4.1	5.9	5.5
RELAY	3	108.	4.2		
	5	110.	6.2	6.9	4.4
RIDERWOOD	3	117.	4.9		
	5	119.	6.4	5.5	6.7
RIDGELY JR HIGH	7	113.	8.4	8.5	8.7
RIVERVIEW	3	98.	3.9		
	5	106.	5.3	5.8	5.6
RODGERS FORGE	3	114.	5.0		
	5	114.	5.7	6.8	4.4
ROSEDALE	3	106.	3.4		
	5	109.	5.4	5.7	5.5
RUXTON	3	119.	4.9		
	5	116.	6.3	6.9	5.4
SANDALWOOD	3	105.	4.1		
	5	104.	5.0	5.4	5.5
SANDY PLAINS	3	106.	3.7		

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TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
SCOTTS BRANCH	3	108.	4.2		
	5	110.	5.7	4.2	5.9
SENECA	3	106.	4.0		
	5	112.	5.9	4.0	5.1
SEVENTH DISTRICT	3	108.	4.3		
	5	107.	5.4	5.7	5.5
SHADY SPRING	3	104.	3.5		
	5	107.	5.5	5.7	5.4
SPARKS	3	114.	4.8		
	5	107.	6.3	5.4	5.2
SPARROWS POINT HIGH	7	104.	7.1	7.4	7.4
STEMMERS RUN JR HIGH	7	105.	6.9	6.9	7.1
STONELEIGH	3	114.	5.1		
	5	117.	6.7	7.4	6.9
SUDBROOK MIDDLE	7	108.	7.2	7.5	7.7
SUMMIT PARK	3	108.	4.6		
	5	110.	5.3	5.7	5.2
SUSSEX	3	104.	3.9		
	5	106.	5.3	5.6	5.5
TIMBERGROVE	3	110.	4.0		
	5	110.	5.8	6.4	5.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
TIMONIUM	3	113.	4.9		
	5	114.	6.5	7.3	6.9
TOWSON	3	115.	4.5		
	5	114.	6.2	6.4	6.4
TOWSONTOWN JR HIGH	7	115.	8.2	8.9	8.7
VICTORY VILLA	3	104.	3.5		
	5	108.	5.2	5.4	5.4
VILLA CRESTA	3	110.	4.4		
	5	112.	5.3	6.3	5.3
WARREN	3	117.	4.9		
	5	118.	6.7	7.3	6.9
WELLWOOD	3	111.	4.4		
	5	112.	5.4	7.0	6.5
WESTCHESTER	3	108.	4.1		
	5	111.	6.2	6.3	6.0
WESTOWNE	3	107.	4.2		
	5	105.	5.8	5.9	5.4
WINAND	3	111.	4.4		
	5	114.	6.2	6.7	6.7
WINFIELD	3	109.	4.2		
	5	111.	5.8	5.9	5.9
WOODBRIDGE	3	110.	4.6		
	5	115.	6.3	7.3	6.2

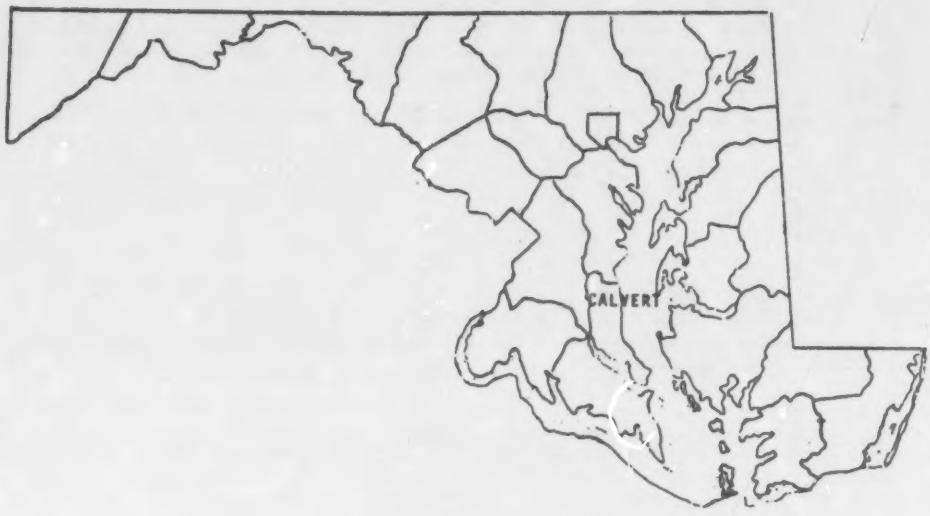
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
WOODLAWN	3	115.	4.6		
	5	113.	6.0	6.1	6.1
WOODLAWN JR HIGH	7	103.	6.6	6.9	6.9
WOODMOOR	3	99.	3.3		
	5	102.	5.0	5.5	5.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CALVERT COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	92	93	95	97	99
	5	93	95	99	100	103
	7	91	91	95	99	103
	9	93	91	96	97	NR*
VOCABULARY (ITBS)	3	2.9	2.9	3.1	3.3	NR
	5	4.2	4.5	4.7	5.1	NR
	7	5.7	5.8	6.0	6.4	NR
	9	7.1	7.1	7.3	7.4	NR
READING COMPREHENSION (ITBS)	3	3.0	3.0	3.3	3.5	3.6
	5	4.4	4.6	4.9	5.0	5.3
	7	6.0	6.1	6.2	6.5	6.9
	9	7.3	7.3	7.4	7.5	NR
LANGUAGE TOTAL (ITBS)	3	3.4	3.4	3.8	4.1	NR
	5	4.6	5.0	5.4	5.7	6.0
	7	5.7	5.9	6.3	6.7	6.8
	9	7.0	6.9	7.2	7.4	NR
MATHEMATICAL TOTAL (ITBS)	3	3.1	3.0	3.3	3.5	NR
	5	4.7	4.9	5.2	5.3	5.5
	7	6.1	6.2	6.3	6.7	6.7
	9	7.4	7.3	7.5	7.7	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

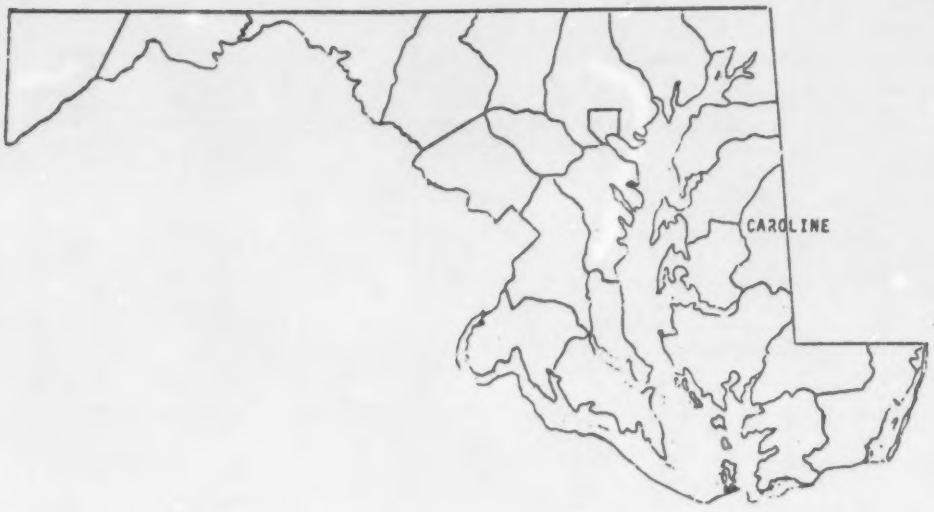
TABLE 3. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CALVERT COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
APPEAL	3	92.	3.3		
	5	99.	4.9	5.4	5.0
BEACH	3	96.	3.4		
	5	105.	5.5	6.0	5.3
CALVERT CO MIDDLE SC	7	102.	5.7	6.9	6.7
CENTRAL	3	99.	3.5		
	5	101.	5.1	5.6	5.4
HUNTINGTOWN	3	104.	4.2		
	5	105.	5.7	7.1	6.2
MT HARMONY	3	102.	3.9		
	5	109.	5.9	6.9	6.2
MUTUAL	3	96.	3.2		
	5	97.	4.7	5.1	4.9
NORTHERN MIDDLE	7	103.	7.1	6.9	6.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CAROLINE COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	97	99	99	102	102
	5	99	97	98	101	103
	7	95	97	98	100	99
	9	101	96	99	99	NR*
VOCABULARY (ITBS)	3	3.2	3.5	3.4	3.6	NR
	5	5.0	4.8	4.9	5.1	NR
	7	6.5	6.4	6.6	6.5	NR
	9	8.2	7.9	7.8	7.9	NR
READING COMPREHENSION (ITBS)	3	3.5	3.6	3.5	3.8	3.8
	5	5.2	5.1	5.1	5.2	5.3
	7	6.6	6.5	6.6	6.6	6.6
	9	8.2	8.0	8.0	7.9	NR
LANGUAGE TOTAL (ITBS)	3	3.8	4.0	4.0	4.1	NR
	5	5.3	5.2	5.2	5.4	5.5
	7	6.5	6.4	6.6	6.5	6.4
	9	8.1	7.8	7.7	7.5	NR
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.5	3.5	3.7	NR
	5	5.2	5.0	5.1	5.2	5.3
	7	6.7	6.5	6.7	6.6	6.7
	9	8.1	7.9	8.0	7.7	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

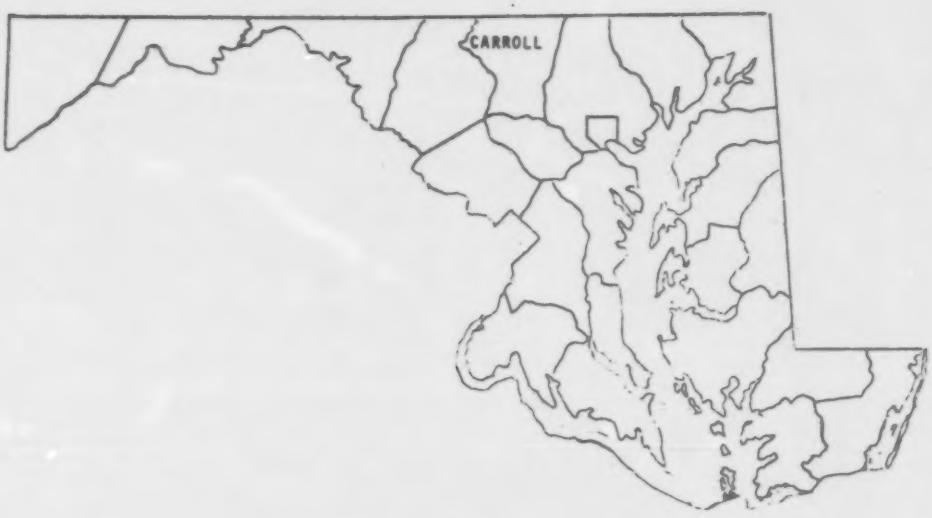
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CAROLINE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
COLONEL RICHARDSON J	7	98.	5.5	5.4	5.5
DENTON ELEMENTARY	3	100.	3.9		
	5	100.	5.2	5.6	5.2
FEDERALSBURG	3	103.	3.9		
	5	106.	5.4	5.6	5.5
GREENSBORO	3	104.	3.9		
	5	104.	5.1	5.1	5.4
PRESTON	3	105.	3.9		
	5	100.	5.2	5.7	5.3
RIDGELY	3	100.	3.5		
	5	103.	5.5	5.2	5.1
RIVERVIEW JR HIGH	7	99.	5.5	5.5	5.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CARROLL COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	104	105	105	106	107
	5	105	105	107	107	107
	7	103	106	107	106	107
	9	107	103	107	106	NR*
VOCABULARY (ITBS)	3	3.9	3.9	4.0	4.0	NR
	5	5.5	5.5	5.7	5.7	NR
	7	7.2	7.1	7.4	7.5	NR
	9	8.9	8.6	8.8	8.7	NR
READING COMPREHENSION (ITBS)	3	3.9	4.0	4.0	4.1	4.1
	5	5.7	5.7	5.7	5.9	5.9
	7	7.4	7.2	7.4	7.5	7.5
	9	9.0	8.8	8.7	8.7	NR
LANGUAGE TOTAL (ITBS)	3	4.3	4.4	4.5	4.5	NR
	5	5.8	6.0	6.0	6.1	6.1
	7	7.2	7.3	7.6	7.7	7.6
	9	8.7	8.4	8.6	8.6	NR
MATHEMATICAL TOTAL (ITBS)	3	3.8	3.9	3.9	4.0	NR
	5	5.8	5.8	5.8	5.9	5.8
	7	7.6	7.5	7.6	7.7	7.6
	9	9.3	8.9	9.0	8.9	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CARROLLTOWNE ELEM	3	109.	6.3		
	5	106.	5.7	5.9	5.9
CHARLES CARROLL	3	107.	6.2		
	5	108.	5.9	6.1	5.9
ELDERSBURG	3	112.	6.3		
	5	108.	6.0	6.2	6.1
ELMER A WOLFE	3	107.	6.1		
FREEDOM DISTRICT	3	109.	6.3		
	5	110.	6.3	6.5	6.3
HAMPSTEAD	3	105.	6.2		
MANCHESTER	3	106.	6.3		
MECHANICSVILLE	3	106.	6.1		
	5	106.	6.0	6.1	6.0
MOUNT AIRY ELEM	3	106.	6.1		
	5	108.	5.9	6.3	5.7
MOUNT AIRY MIDDLE	7	107.	7.1	7.7	7.8
NEW WINDSOR	5	108.	5.6	6.1	5.9
	7	106.	7.2	7.7	7.3
NORTH CARROLL	5	106.	5.7	6.1	5.9
	7	105.	7.4	7.5	7.4

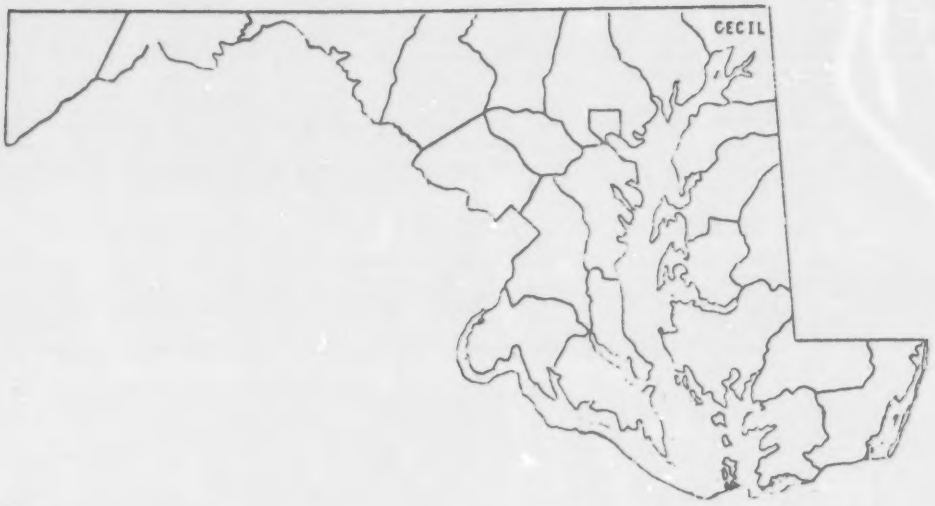
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
NORTHWEST MIDDLE	5	102.	5.4	5.4	5.4
	7	108.	7.1	7.3	7.3
ROBERT MOTON	3	109.	3.9		
	5	111.	5.4	6.5	6.1
SANDYMOUNT	3	109.	4.3		
	5	110.	5.0	5.4	5.1
SYKESVILLE	7	109.	7.5	7.7	7.6
TANEYTOWN	3	108.	3.9		
UNIONTOWN	3	115.	4.8		
WESTMINSTER EAST MID	7	106.	7.6	7.8	7.4
WESTMINSTER ELEM SCH	3	110.	4.2		
	5	106.	6.1	6.2	5.7
WESTMINSTER WEST MID	7	107.	7.6	7.6	7.9
WILLIAM WINCHESTER	3	107.	4.1		
	5	106.	5.6	5.7	5.9
WINFIELD	3	103.	3.8		
	5	104.	5.7	5.9	5.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CECIL COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	98	102	102	103	105
	5	100	102	102	105	107
	7	101	101	102	103	104
	9	101	102	104	104	NR*
VOCABULARY (ITBS)	3	3.3	3.6	3.7	3.7	NR
	5	5.0	5.1	5.1	5.5	NR
	7	6.8	6.7	6.7	6.9	NR
	9	8.4	8.6	8.5	8.5	NR
READING COMPREHENSION (ITBS)	3	3.5	3.7	3.8	3.8	4.0
	5	5.2	5.3	5.3	5.6	5.7
	7	7.0	6.9	6.8	7.0	7.0
	9	8.4	8.6	8.6	8.5	NR
LANGUAGE TOTAL (ITBS)	3	3.7	3.9	4.1	4.1	NR
	5	5.3	5.3	5.3	5.8	5.9
	7	6.7	6.8	6.9	6.9	7.1
	9	8.2	8.5	8.4	8.3	NR
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.8	3.8	3.8	NR
	5	5.6	5.6	5.6	5.9	5.9
	7	7.3	7.2	7.2	7.2	7.3
	9	8.6	8.8	8.8	8.7	NR

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TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS			
		AVG SAS	RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BAINBRIDGE	3	96.	3.9		
	5	107.	5.5	5.9	5.6
BAY VIEW	3	105.	4.2		
	5	107.	5.9	5.9	6.1
BOHEMIA MANOR JR SR	7	105.	6.8	6.9	7.1
CALVERT	3	109.	4.2		
	5	104.	5.9	6.1	5.9
CECIL MANOR	3	113.	4.5		
	5	114.	6.5	6.9	6.5
CECILTON	3	108.	3.5		
	5	107.	5.6	6.0	5.8
CHARLESTOWN	3	103.	3.5		
	5	100.	5.2	5.9	5.5
CHERRY HILL MIDDLE	7	108.	7.3	7.7	7.5
CHESAPEAKE CITY	3	113.	4.4		
	5	111.	5.9	6.1	6.1
CONOWINGO	3	101.	3.8		
	5	104.	5.8	6.0	5.9
ELKTON MIDDLE	7	102.	6.8	6.9	7.1
GILPIN MANOR	3	98.	3.4		
	5	111.	5.6	6.5	6.0

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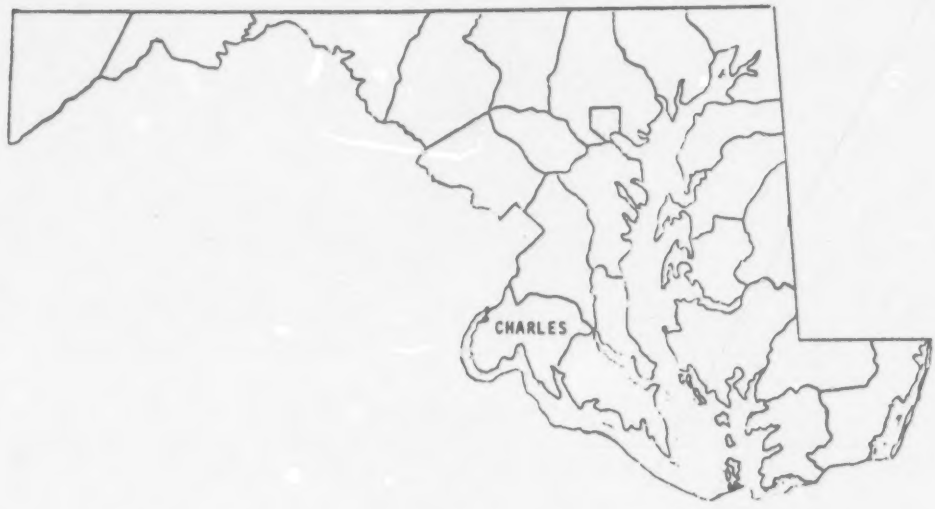
CECIL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HOLLY HALL	3	102.	4.9		
	5	103.	5.1	5.4	5.7
KENMORE	3	97.	3.7		
	5	106.	5.7	5.4	5.7
LEEDS	3	107.	4.2		
	5	109.	5.4	5.7	6.0
NORTH EAST	3	105.	4.0		
	5	106.	5.5	5.7	5.7
NORTH EAST MIDDLE	7	104.	7.0	7.0	7.4
PERRYVILLE	3	108.	4.2		
	5	105.	5.6	6.0	5.9
PERRYVILLE MIDDLE	7	100.	6.5	6.7	7.0
RISING SUN	3	108.	4.3		
	5	107.	5.3	6.3	6.3
RISING SUN JR SR HI	7	102.	7.3	7.1	7.4
THOMAS ESTATES ELEM	3	105.	3.7		
	5	102.	5.3	5.2	5.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CHARLES COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	97	97	98	100	100
	5	98	99	102	103	104
	7	97	97	100	103	104
	9	98	98	100	101	NR*
VOCABULARY (ITBS)	3	3.2	3.3	3.4	3.4	NR
	5	4.9	4.9	5.0	5.1	NR
	7	6.4	6.3	6.3	6.5	NR
	9	7.8	7.8	7.7	7.8	NR
READING COMPREHENSION (ITBS)	3	3.3	3.4	3.6	3.5	3.6
	5	5.0	5.0	5.1	5.2	5.3
	7	6.6	6.6	6.6	6.8	6.9
	9	7.9	8.0	8.0	8.0	NR
LANGUAGE TOTAL (ITBS)	3	3.7	3.7	4.0	4.1	NR
	5	5.2	5.3	5.5	5.7	5.9
	7	6.6	6.5	6.6	6.7	6.8
	9	7.8	8.0	7.9	7.9	NR
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.5	3.6	3.6	NR
	5	5.2	5.2	5.4	5.4	5.5
	7	6.7	6.7	6.7	6.8	6.9
	9	8.0	8.0	8.0	8.0	NR

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TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ARTHUR MIDDLETON	3	102.	3.7		
	5	108.	5.4	5.4	5.1
BENJAMIN STODDART	7	108.	7.2	7.5	7.2
DR SAMUEL A MUDD	3	111.	4.3		
	5	109.	5.7	6.5	5.9
DR. GUSTAVUS BROWN	3	106.	3.7		
	5	106.	5.4	6.2	5.6
EVA TURNER	3	102.	3.9		
	5	110.	5.7	6.2	5.7
GALE-BAILEY	3	99.	3.5		
	5	101.	5.2	5.9	5.9
GENERAL SMALLWOOD	7	102.	6.5	6.5	6.8
GLASVA	3	99.	3.4		
	5	98.	4.9	5.7	4.9
INDIAN HEAD	3	99.	4.0		
	5	106.	5.3	5.8	5.4
J P RYON	3	101.	3.9		
	5	105.	5.7	5.9	5.5
JAMES CRAIK	3	102.	3.8		
	5	106.	5.2	5.6	5.5
JOHN HANSON MIDDLE	7	104.	7.0	7.0	7.0

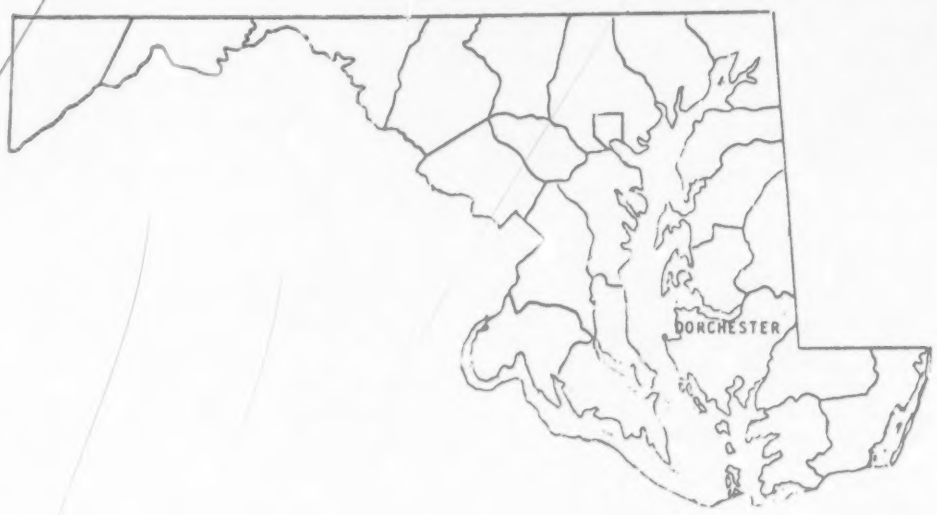
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
MALCOLM	3	105.	3.8		
	5	109.	5.7	5.9	5.6
MATTHEW HENSON	7	107.	7.1	7.1	7.1
MILTON M SOMERS MID	7	107.	7.0	7.1	7.0
MOUNT HOPE ELEM	3	91.	3.0		
	5	93.	4.9	5.1	5.3
NANJEMOY	3	96.	3.1		
	5	102.	5.0	5.2	5.3
PARKS J C ELEM	3	105.	3.9		
	5	107.	5.5	6.2	5.7
PICCOWAXEN	7	99.	5.3	6.0	6.5
PORT TOBACCO	3	101.	3.5		
	5	107.	5.9	6.6	5.2
T C MARTIN	3	98.	3.5		
	5	102.	5.4	6.0	5.6
WALTER J MITCHELL	3	105.	3.8		
	5	103.	5.3	5.9	5.6
WAYSIDE	3	88.	2.7		
	5	91.	4.1	4.5	4.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

DORCHESTER COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	92	92	94	94	94
	5	92	94	95	95	99
	7	94	97	97	97	97
	9	95	97	98	100	NR*
VOCABULARY (ITBS)	3	3.0	3.3	3.6	3.6	NR
	5	4.6	5.0	5.2	5.2	NR
	7	6.0	6.2	6.1	6.9	NR
	9	7.5	7.5	7.5	7.7	NR
READING COMPREHENSION (ITBS)	3	3.1	3.5	3.5	3.6	3.6
	5	4.8	4.9	5.0	5.3	5.6
	7	6.3	6.3	6.3	6.5	6.6
	9	7.8	7.7	7.7	7.9	NR
LANGUAGE TOTAL (ITBS)	3	3.8	4.1	4.2	4.5	NR
	5	5.0	5.5	5.6	6.0	6.2
	7	6.4	6.5	6.7	7.2	6.8
	9	7.8	7.5	7.7	8.2	NR
MATHEMATICAL TOTAL (ITBS)	3	3.2	3.4	3.6	3.7	NR
	5	4.8	5.1	5.4	5.5	5.8
	7	6.5	6.5	6.4	7.1	7.4
	9	7.9	7.8	7.9	8.0	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

DORCHESTER COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HURLOCK	5	94.	5.1	5.3	4.7
HURLOCK	3	93.	3.2		
MACES LANE MIDDLE	7	97.	5.4	6.7	6.7
MAPLE ELEMENTARY	3	91.	3.5		
	5	98.	5.2	5.9	5.5
NORTH DORCHESTER MID	7	97.	6.7	7.3	7.5
SANDY HILL	3	101.	3.7		
	5	103.	5.6	6.3	5.9
SOUTH DORCHESTER	3	91.	4.5		
	5	103.	6.5	7.2	6.9
	7	98.	5.7	6.5	8.1
ST CLAIR	3	93.	3.3		
	5	103.	5.3	6.2	5.9
VIENNA	3	97.	3.5		
	5	94.	5.2	6.6	6.3
WARWICK ELEM	3	93.	3.7		
	5	100.	4.9	5.7	5.4
Cambridge Middle	7	100.	6.4	7.0	6.6

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

FREDERICK COUNTY

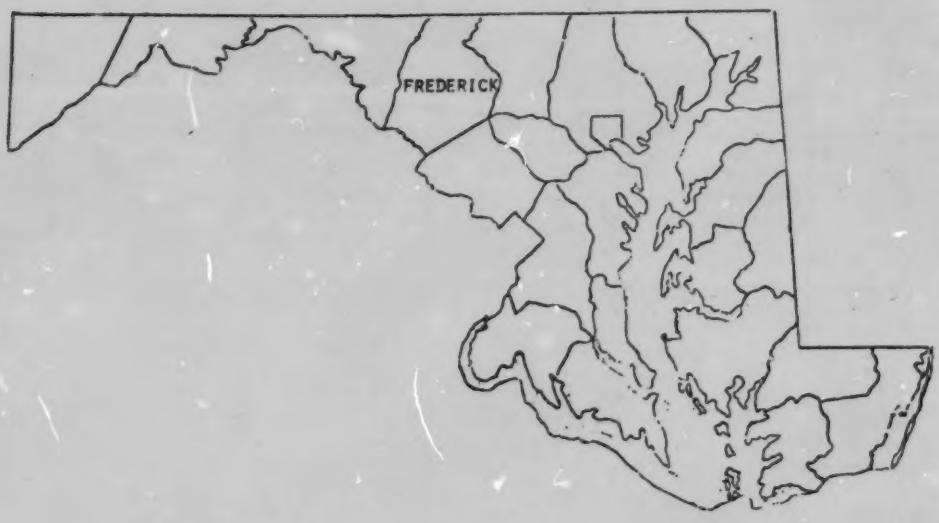

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TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	100	103	103	104	104
	5	101	102	104	104	104
	7	100	101	104	103	104
	9	100	102	106	105	NR*
VOCABULARY (ITBS)	3	3.3	3.6	3.7	3.7	NR
	5	5.0	5.3	5.5	5.4	NR
	7	6.8	7.2	7.4	7.0	NR
	9	8.1	8.5	8.8	8.5	NR
READING COMPREHENSION (ITBS)	3	3.5	3.7	3.8	3.8	3.9
	5	5.1	5.4	5.5	5 5	5.5
	7	6.9	7.0	7.1	7.2	7.1
	9	8.4	8.7	9.1	8.8	NR
LANGUAGE TOTAL (ITBS)	3	3.7	4.3	4.4	4.4	NR
	5	5.2	5.8	5.9	5.9	6.0
	7	6.8	7.2	7.4	7.2	7.2
	9	7.9	8.4	8.6	8.5	NR
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.8	3.9	3.9	NR
	5	5.4	5.8	5.8	5.8	5.8
	7	7.1	7.4	7.5	7.2	7.3
	9	8.4	8.7	8.9	8.8	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BRUNSWICK	3	102.	3.7		
	5	103.	5.1	6.0	5.4
BRUNSWICK JUNIOR SR	7	101.	7.0	7.3	7.1
CARROLL MANOR	3	106.	4.4		
	5	104.	5.3	5.9	5.6
EAST FREDERICK	3	102.	3.5		
	5	104.	5.0	5.4	5.4
EMMITSBURG	3	106.	3.8		
	5	99.	5.0	5.2	5.0
	7	102.	6.4	7.4	7.4
GOV THOMAS JOHNSON S	7	105.	7.3	7.3	7.4
GREEN VALLEY	3	108.	4.0		
	5	107.	5.5	6.2	5.8
LEWISTOWN	3	107.	4.4		
	5	111.	5.9	6.0	5.9
LIBERTY	3	99.	3.6		
	5	100.	5.2	5.6	5.7
LINGANORE SR JR HIGH	7	105.	7.2	7.3	7.4
MIDDLETOWN	3	107.	4.1		
	5	109.	6.2	6.6	6.4
MIDDLETOWN MIDDLE	7	105.	7.1	7.3	7.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
MYERSVILLE	3	107.	4.3		
	5	112.	6.2	7.0	6.3
NEW MARKET	3	103.	3.5		
	5	107.	5.6	5.9	5.9
NEW MIDWAY	3	109.	4.2		
	5	107.	5.9	5.8	5.6
NORTH FREDERICK	3	98.	3.7		
	5	104.	5.3	6.2	6.1
PARKWAY	3	107.	3.8		
	5	105.	5.5	5.3	5.6
SABILLASVILLE	3	105.	3.7		
	5	102.	5.7	5.5	5.3
SOUTH FREDERICK	3	102.	3.8		
	5	99.	5.3	5.8	5.4
THURMONT	3	108.	4.2		
THURMONT MIDDLE	5	103.	5.4	5.9	5.6
	7	107.	7.3	7.5	7.8
URBANA	3	103.	3.9		
	5	107.	5.7	6.3	5.9
VALLEY	3	104.	3.8		
	5	108.	5.9	6.1	6.2
WALKERSVILLE	3	103.	4.0		

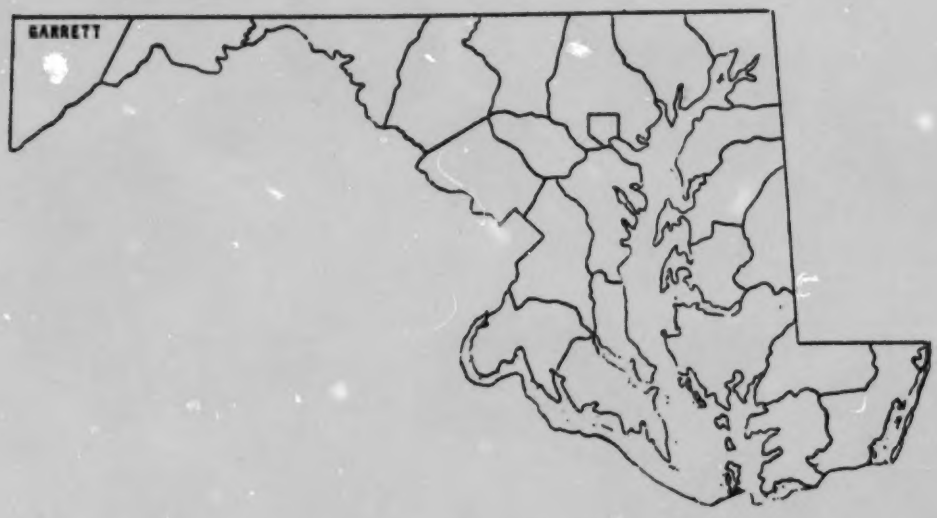
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
WALKERSVILLE MIDDLE	5	108.	5.4	5.7	5.8
	7	107.	7.2	7.0	7.4
WAVERLY	3	101.	3.9		
	5	108.	5.8	6.3	6.3
WEST FREDERICK JUN	7	100.	6.7	6.5	7.0
WOLFSVILLE	3	99.	3.8		
	5	103.	5.1	5.9	5.6
WOODSBORO	3	102	3.5		
	5	107.	5.8	6.4	5.8
YELLOW SPRINGS	3	107.	4.5		
	5	81.	5.8	6.3	6.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

GARRETT COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	99	100	102	105	107
	5	102	101	104	105	106
	7	101	100	99	101	102
	9	104	101	102	103	NR*
VOCABULARY (ITBS)	3	3.4	3.6	3.6	3.7	NR
	5	5.1	5.0	5.2	5.2	NR
	7	6.7	6.7	6.5	6.7	NR
	9	8.6	8.3	8.2	8.2	NR
READING COMPREHENSION (ITBS)	3	3.6	3.7	3.8	3.9	4.0
	5	5.3	5.2	5.4	5.5	5.7
	7	6.9	6.9	6.8	6.9	6.9
	9	8.8	8.4	8.3	8.3	NR
LANGUAGE TOTAL (ITBS)	3	3.8	3.9	3.9	4.1	NR
	5	5.3	5.1	5.3	5.4	5.6
	7	6.8	6.7	6.5	6.5	6.6
	9	8.5	8.0	8.1	8.3	NR
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.6	3.8	NR
	5	5.5	5.5	5.5	5.6	5.6
	7	7.3	7.2	7.0	7.0	7.1
	9	8.9	8.6	8.7	8.8	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ACCIDENT	3	110.	4.3		
	5	106.	6.0	5.6	5.8
BLOOMINGTON	5	108.	5.7	5.7	5.8
	7	102.	7.7	6.9	7.3
BROADFORD ELEM	3	106.	4.2		
	5	101.	5.6	5.4	5.1
CRELLIN	3	104.	3.7		
DENNETT ROAD	3	106.	4.1		
	5	108.	5.7	5.7	5.8
FRIENDSVILLE	3	104.	3.6		
	5	100.	5.3	5.3	5.1
GRANTSVILLE	3	114.	4.1		
	5	107.	5.5	5.4	5.7
KITZMILLER	3	105.	3.4		
	5	102.	4.9	5.2	5.1
LOCH LYNN HEIGHTS	3	109.	3.9		
	5	113.	5.8	5.3	6.0
NORTHERN JR SR HIGH	7	101.	6.9	6.7	7.2
RED HOUSE	3	105.	4.4		
	5	108.	5.7	5.3	6.1
ROUTE 40	3	109.	3.4		
	5	111.	5.9	6.0	5.8
	7	110.	7.1	7.3	7.5

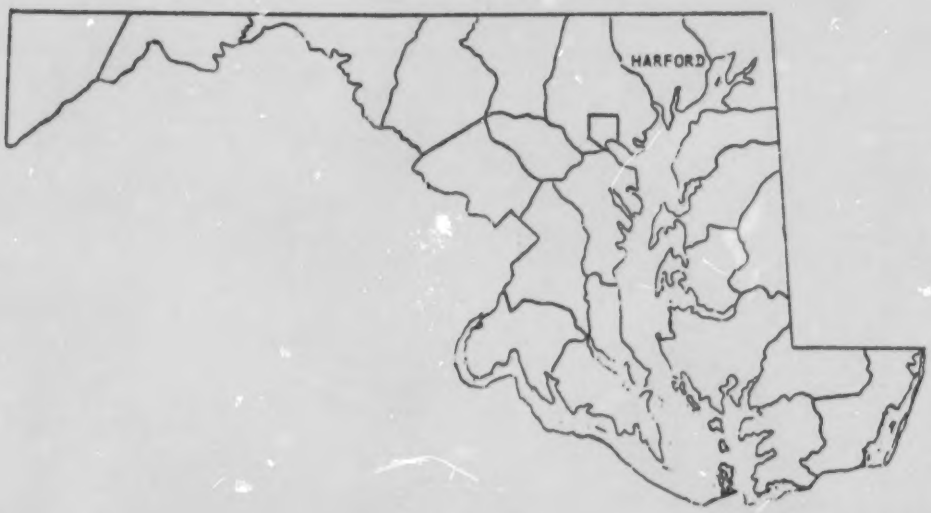
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
SOUTHERN MIDDLE	7	103.	6.9	6.5	7.1
SWAN MEADOW	3	104.	4.0		
	5	103.	5.9	6.3	6.6
	7	99.	6.5	7.3	6.5
YODER	3	101.	4.4		
	5	109.	5.8	6.3	6.5
	7	102.	7.4	7.0	7.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HARFORD COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	103	103	102	102	105
	5	105	103	104	104	106
	7	103	102	106	105	107
	9	105	103	105	106	NR*
VOCABULARY (ITBS)	3	3.9	3.9	3.9	4.0	NR
	5	5.6	5.6	5.8	5.8	NR
	7	7.4	7.4	7.5	7.4	NR
	9	9.1	8.9	9.1	9.0	NR
READING COMPREHENSION (ITBS)	3	3.9	3.9	4.0	4.0	4.1
	5	5.7	5.7	5.8	5.8	5.8
	7	7.4	7.5	7.5	7.4	7.4
	9	8.9	8.9	9.0	9.0	NR
LANGUAGE TOTAL (ITBS)	3	4.1	4.1	4.2	4.2	NR
	5	5.8	5.7	5.8	5.9	6.0
	7	7.4	7.4	7.5	7.4	7.4
	9	8.8	8.7	8.8	8.8	NR
MATHEMATICAL TOTAL (ITBS)	3	3.7	3.8	3.7	3.8	NR
	5	5.6	5.6	5.5	5.6	5.6
	7	7.4	7.3	7.4	7.3	7.3
	9	9.0	8.8	8.9	8.9	NR

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HARFORD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS: AVG SAS	RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ABERDEEN MIDDLE	7	105.	6.9	7.3	7.0
BAKER FIELD ELEM	3	103.	4.0		
	5	105.	5.6	5.8	5.5
BEL AIR ELEMENTARY	3	110.	4.5		
	5	109.	6.1	6.3	6.0
BEL AIR MIDDLE	7	110.	7.8	7.8	7.6
CHURCHVILLE ELEM	3	101.	3.8		
	5	105.	5.7	5.8	5.6
DARLINGTON ELEM	3	102.	4.0		
	5	103.	5.5	5.6	5.3
DEERFIELD ELEMENTARY	3	102.	3.8		
	5	106.	5.7	5.9	5.5
DUBLIN ELEMENTARY	3	101.	4.3		
	5	103.	5.6	5.6	5.4
EDGEWOOD MIDDLE	7	106.	7.1	7.2	7.0
EDGEWOOD-CEDAR DRIVE	3	99.	3.6		
	5	103.	5.3	5.4	5.3
FALLSTON	7	109.	7.7	7.7	7.7
FOREST HILL ELEM	3	109.	4.4		
	5	107.	6.0	6.0	5.8

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HARFORD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HALLS CROSS ROADS	3	95.	3.4		
	5	101.	5.2	5.9	5.4
HARVE DE GRACE MID	7	104.	7.2	7.1	7.3
HAVRE DE GRACE ELEM	3	98.	3.8		
	5	101.	5.6	6.2	5.5
HICKORY ELEMENTARY	3	109.	4.2		
	5	108.	5.9	6.2	5.8
HIGHLAND ELEM	3	107.	4.4		
	5	104.	5.4	6.0	5.3
HILLSDALE	3	102.	3.9		3.6
	5	102.	5.5	5.4	5.2
HOMESTEAD ELEMENTARY	3	110.	4.6		
	5	113.	6.4	6.5	6.3
JARRETTSVILLE ELEM	3	109.	4.3		
	5	106.	6.0	6.1	5.7
JOPPATOWNE ELEM	3	110.	4.3		
	5	107.	5.9	6.1	5.7
JOPPATOWNE JR SR	7	107.	7.6	7.4	7.2
MAGNOLIA	3	102.	3.7		
	5	100.	5.3	5.6	5.5
MEADOWVALE ELEM	3	107.	4.0		
	5	103.	5.8	6.0	5.5

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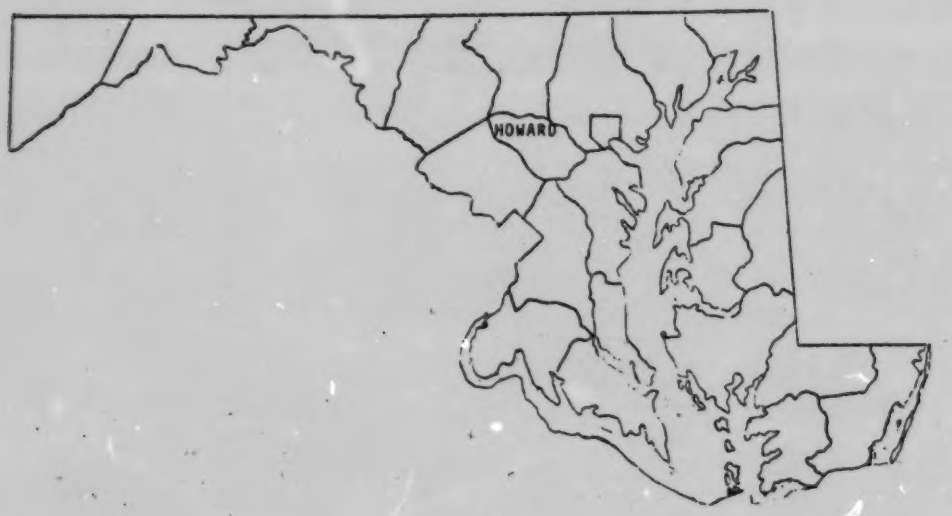
HARFORD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
NORRISVILLE ELEM	3	103.	4.7		
	5	112.	6.4	6.5	6.1
NORTH HARFORD MIDDLE	7	108.	7.5	7.2	7.4
OAKINGTON ELEMENTARY	3	105.	4.1		
	5	106.	5.4	5.9	5.6
PROSPECT MILL	3	104.	4.2		
	5	109.	6.0	6.1	5.9
RIVERSIDE	3	109.	4.6		
	5	109.	6.0	6.2	5.7
SLATE RIDGE ELEM	3	107.	4.3		
	5	98.	5.5	5.5	5.5
WILLIAMS S JAMES	3	108.	4.2		
	5	106.	6.3	6.4	5.9
WM PACA OLD POST RD	3	99.	3.7		
	5	100.	5.2	5.3	5.0
YOUTHS BENEFIT ELEM	3	111.	4.6		
	5	109.	6.2	6.3	5.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HOWARD COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	108	108	108	110	110
	5	107	108	110	110	110
	7	106	106	108	109	109
	9	107	107	110	110	NR*
VOCABULARY (ITBS)	3	4.1	4.2	4.2	4.3	NR
	5	5.9	6.1	6.1	6.2	NR
	7	7.6	7.7	7.8	7.8	NR
	9	9.3	9.2	9.3	9.4	NR
READING COMPREHENSION (ITBS)	3	4.1	4.2	4.2	4.4	4.4
	5	5.9	6.0	6.1	6.2	6.2
	7	7.5	7.6	7.7	7.8	7.8
	9	9.2	9.1	9.3	9.3	NR
LANGUAGE TOTAL (ITBS)	3	4.5	4.5	4.6	4.8	NR
	5	6.1	6.2	6.3	6.5	6.7
	7	7.6	7.7	7.7	7.9	8.0
	9	9.1	9.1	9.2	9.3	NR
MATHEMATICAL TOTAL (ITBS)	3	4.0	4.0	4.1	4.2	NR
	5	6.0	6.1	6.2	6.3	6.4
	7	7.6	7.7	7.8	7.9	8.0
	9	9.1	9.0	9.2	9.3	NR

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HOWARD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ATHOLTON	3	110.	4.8		
	5	113.	6.6	6.8	7.1
BRYANT WOODS	3	112.	4.5		
	5	110.	6.4	6.5	6.3
BUSHY PARK ELEM	3	109.	4.5		
	5	112.	6.4	6.8	6.3
CENTENNIAL LANE	3	113.	4.7		
	5	112.	6.5	7.0	6.5
CLARKSVILLE MIDDLE	7	111.	7.9	8.4	8.2
CLARKSVILLE	3	109.	4.3		
	5	115.	6.3	6.8	6.4
DASHER GREEN ELEM	3	109.	4.6		
	5	109.	6.0	6.3	6.1
DUNLOGGIN MIDDLE	7	113.	8.1	8.3	8.4
ELKRIDGE	3	105.	3.9		
	5	106.	5.6	6.0	5.5
ELLICOTT CITY MIDDLE	7	107.	7.7	7.8	7.6
FAULKNER RIDGE	3	116.	4.5		
	5	110.	6.3	7.0	6.8
GLENWOOD MIDDLE	7	105.	7.5	7.8	7.8

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HOWARD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
GUILFORD	3	101.	3.2		
	5	102.	4.9	5.2	4.7
HAMMOND MIDDLE	7	110.	7.7	7.8	8.0
HAMMOND	3	114.	4.5		
	5	106.	6.7	7.1	7.1
HARPERS CHOICE MID	7	114.	8.6	8.7	8.3
JEFFERS HILL	3	111.	4.7		
	5	111.	6.4	7.0	6.7
LISBON	3	108.	4.4		
	5	106.	5.8	6.2	5.6
LONGFELLOW	3	110.	4.6		
	5	111.	6.1	6.6	6.1
NORTHFIELD	3	111.	4.6		
	5	114.	6.7	7.3	6.8
OAKLAND MILLS MIDDLE	7	110.	8.0	8.1	7.8
OWEN BROWN MIDDLE	7	107.	7.7	7.8	7.7
PATAPSCO MIDDLE	7	108.	7.6	7.7	7.8
PHELPS LUCK	3	110.	4.6		
	5	111.	6.5	6.6	6.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ROCKLAND	3	112.	4.3		
	5	110.	6.2	6.4	6.3
RUNNING BROOK	3	110.	4.6		
	5	114.	6.6	7.1	7.0
ST JOHNS LANE	3	114.	4.6		
	5	111.	6.4	6.9	6.5
STEVEN'S FOREST	3	117.	4.7		
	5	115.	6.8	7.3	6.9
SWANSFIELD	3	108.	4.4		
	5	113.	6.3	7.1	6.7
TALBOTT SPRINGS	3	108.	4.4		
	5	106.	5.7	6.2	5.8
THUNDER HILL	3	114.	4.4		
	5	112.	6.4	6.9	6.1
WATERLOO	3	97.	3.5		
	5	105.	5.7	6.0	5.9
WATERLOO MIDDLE	7	102.	7.0	7.1	7.8
WEST FRIENDSHIP	3	105.	4.2		
	5	108.	6.0	6.5	6.3
WHISKEY BOTTOM ROAD	3	107.	3.8		
	5	108.	5.8	5.9	5.9

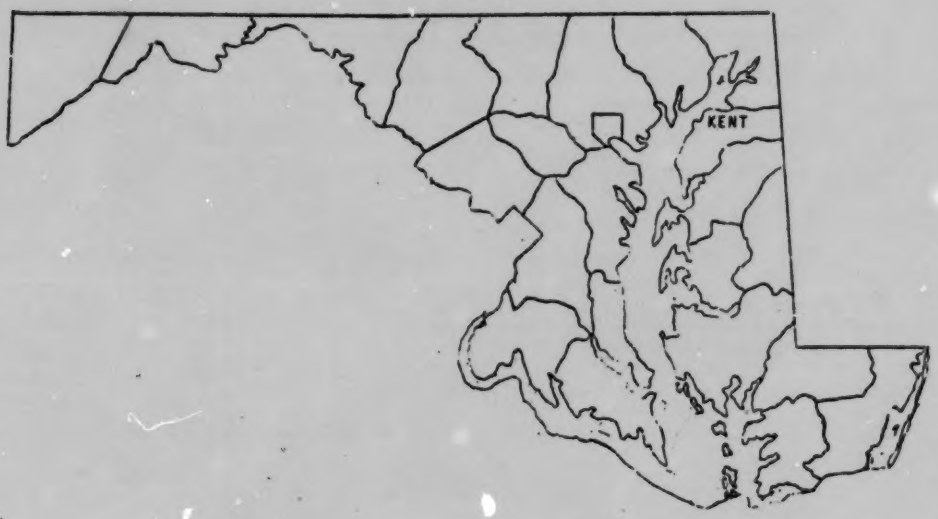
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
WILDE LAKE	7	114.	8.3	8.7	8.3
WORTHINGTON ELEM	3	111.	4.5		
	5	110.	6.1	6.6	6.3

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

KENT COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	97	98	101	102	102
	5	99	99	100	101	104
	7	95	99	102	103	103
	9	99	99	97	101	NR*
VOCABULARY (ITBS)	3	4.0	4.2	4.2	4.3	NR
	5	5.4	5.1	5.2	5.3	NR
	7	7.7	6.9	6.7	7.0	NR
	9	8.8	8.5	8.5	8.5	NR
READING COMPREHENSION (ITBS)	3	4.1	4.1	4.2	4.5	4.6
	5	5.3	5.3	5.3	5.4	5.6
	7	7.4	6.9	7.0	7.2	7.2
	9	8.4	8.4	8.4	8.4	NR
LANGUAGE TOTAL (ITBS)	3	4.5	4.9	5.1	5.2	NR
	5	5.8	5.6	5.7	5.9	6.2
	7	8.0	7.2	7.7	7.7	7.8
	9	8.6	8.8	8.8	8.7	NR
MATHEMATICAL TOTAL (ITBS)	3	3.8	3.9	4.2	4.3	NR
	5	5.4	5.5	5.5	5.6	5.7
	7	7.2	7.0	7.0	7.3	7.3
	9	8.6	8.5	8.4	8.4	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

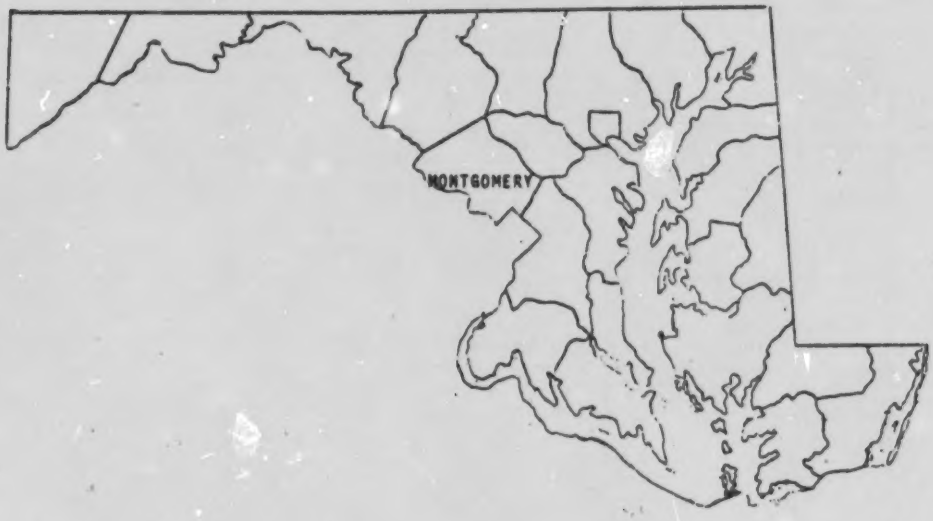
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

KENT COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CHESTERTOWN MIDDLE	5	105.	5.5	6.2	5.7
CHESTERTOWN	3	103.	4.7		
GALENA	3	111.	4.3		
	5	106.	5.9	6.5	5.7
	7	105.	7.2	8.1	7.6
MILLINGTON	3	101.	4.3		
ROCK HALL	3	97.	4.9		
ROCK HALL SR MIDDLE	5	102.	5.5	6.1	5.7
	7	105.	7.0	7.4	7.4
WORTON	3	107.	4.5		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

MONTGOMERY COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	108	109	110	110	116
	5	110	110	111	111	112
	7	108	109	110	110	110
	9	110	110	112	112	NR*
VOCABULARY (ITBS)	3	4.1	4.1	4.2	4.3	NR
	5	6.1	6.1	6.1	6.2	NR
	7	7.9	7.9	8.0	7.9	NR
	9	9.7	9.6	9.6	9.6	NR
READING COMPREHENSION (ITBS)	3	4.1	4.2	4.3	4.4	4.4
	5	6.0	6.0	6.1	6.1	6.2
	7	7.8	7.8	7.8	7.8	7.6
	9	9.5	9.5	9.4	9.4	NR
LANGUAGE TOTAL (ITBS)	3	4.4	4.6	4.6	4.7	NR
	5	6.2	6.3	6.3	6.5	6.5
	7	7.9	7.9	8.0	8.1	8.0
	9	9.5	9.5	9.5	9.6	NR
MATHEMATICAL TOTAL (ITBS)	3	4.0	4.1	4.2	4.3	NR
	5	6.2	6.2	6.3	6.3	6.4
	7	8.0	8.0	8.1	8.1	7.9
	9	9.6	9.6	9.6	9.6	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ARCOLA	3	105.	4.3		
	5	108.	5.9	5.9	5.3
ARGYLE	7	110.	7.9	8.1	8.2
ASHBURTON	3	118.	5.3		
	5	113.	5.3	7.0	5.4
ASPEN HILL	3	111.	4.5		
	5	103.	5.4	5.5	5.4
AVALON	3	119.	4.4		
	5	119.	5.8	7.1	6.5
BANNOCKBURN	3	119.	4.9		
	5	118.	7.1	7.2	7.3
BEL PRE	3	111.	4.3		
	5	111.	5.9	6.0	5.9
BELLS MILL	3	114.	4.9		
	5	119.	5.5	7.3	5.9
BELMONT	3	112.	4.5		
	5	113.	5.9	5.4	5.5
BENJAMIN BANNEKER JR	7	111.	7.9	8.2	8.2
BETHESDA	3	117.	5.3		
	5	117.	7.3	7.5	7.3
BEVERLY FARMS	3	113.	4.7		
	5	114.	5.5	5.9	7.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BRADLEY	3	117.	5.6		
	5	120.	5.7	7.7	7.5
BROAD ACRES	3	107.	3.5		
	5	106.	5.4	5.4	5.5
BROOKHAVEN	3	111.	4.5		
	5	111.	5.1	5.7	5.3
BROOKMONT	3	118.	4.9		
	5	113.	7.1	7.3	7.7
BROOKVIEW	3	101.	3.9		
	5	107.	4.9	5.1	5.1
BROWN STATION	3	109.	4.4		
	5	110.	5.7	5.2	5.4
BURNING TREE	3	118.	5.1		
	5	119.	7.2	7.7	7.5
BURTONSVILLE	3	108.	4.2		
	5	111.	5.9	5.9	5.5
CARIN JOHN JR HI	7	114.	8.4	8.8	8.5
CANDLEWOOD	3	117.	4.9		
	5	117.	4.9	7.2	4.8
CANNON ROAD	3	113.	4.4		
	5	114.	5.1	5.7	4.4
CARDERICK SPRINGS	3	117.	4.9		
	5	120.	4.7	7.2	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CASHELL	3	111.	4.8		
	5	108.	4.6	4.3	4.4
CEDAR GROVE	3	115.	4.2		
	5	114.	6.3	5.7	5.5
CHEVY CHASE	3	109.	4.5		
	5	112.	5.2	5.6	5.4
CLARKSBURG	3	108.	4.3		
	5	109.	5.6	5.9	5.9
CLOVERLY	3	105.	4.4		
	5	118.	6.5	7.4	5.9
COL E BROOKE LEE JR	7	110.	8.0	8.6	8.3
COL JOSEPH BELT JR	7	105.	7.3	7.3	7.4
COLD SPRING	3	111.	4.5		
	5	118.	5.7	7.3	7.3
COLLEGE GARDENS	3	115.	4.8		
	5	113.	6.4	6.9	5.9
CONGRESSIONAL	3	117.	4.3		
	5	111.	5.4	6.2	5.9
CONNECTICUT PARK	3	108.	4.0		
	5	112.	5.9	6.4	5.0
	7				
CRESTHAVEN	3	112.	4.5		
	5	117.	6.6	7.0	6.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
DAMASCUS	3	108.	4.3		
	5	112.	5.2	7.0	6.6
DARNESTOWN	3	108.	4.5		
	5	112.	4.7	7.1	6.9
DIAMOND	3	110.	4.7		
	5	115.	6.4	6.7	6.3
DUFIEF	3	115.	4.5		
	5	113.	5.1	6.1	6.1
EARLE B WOOD JR HIGH	7	131.	9.0	8.9	8.6
EASTERN JR HIGH	7	106.	7.5	7.5	7.7
EAST SILVER SPRING	3	111.	4.3		
EDWARD U TAYLOR	3	95.	3.2		
	5	100.	5.2	5.0	5.0
EDWIN A BROOKE JR HI	7	104.	7.1	7.2	7.2
ENGLISH MANOR	3	111.	4.4		
	5	111.	5.4	6.5	6.2
FAIRLAND	3	110.	4.3		
	5	111.	6.2	6.7	6.5
FALLSMEAD	3	116.	4.9		
	5	112.	5.7	7.1	6.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
FARMLAND	3	118.	5.3		
	5	117.	6.9	7.1	7.0
FIELDS ROAD	3	108.	4.1		
	5	106.	5.4	5.7	5.5
FLOWER VALLEY	3	116.	4.5		
	5	114.	6.5	6.8	6.7
FOREST GROVE	3	117.	4.7		
	5	110.	5.9	5.9	6.3
FOREST KNOLLS	3	111.	4.2		
	5	110.	5.7	6.2	6.1
FOUR CORNERS	3	111.	4.4		
	5	114.	6.3	6.3	6.9
FOX CHAPEL	3	107.	4.1		
	5	103.	5.5	5.8	5.7
FRANCIS SCOTT KEY JR	7	108.	7.6	8.1	8.0
GAITHERSBURG	3	106.	4.0		
	5	105.	5.4	5.4	5.5
GAITHERSBURG JR HIGH	7	109.	7.3	7.6	7.8
GALWAY	3	112.	4.4		
	5	114.	6.5	7.1	6.9
GARRETT PARK	3	115.	4.9		
	5	119.	6.9	7.1	6.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
GEORGETOWN HILL	3	111.	4.6		
	5	119.	6.5	7.1	7.0
GEORGIAN FOREST	3	114.	4.4		
	5	116.	5.4	7.3	6.9
GERMANTOWN	3	111.	4.5		
	5	112.	6.0	6.5	6.4
GLENALLEN	3	111.	4.3		
	5	106.	6.1	6.0	5.9
GLEN HAVEN	3	113.	4.5		
	5	111.	4.1	6.3	6.6
GREENWOOD	3	113.	4.5		
	5	112.	4.3	6.3	6.2
GROSVENOR	3	116.	4.5		
	5	114.	5.8	6.9	6.5
HARMONY HILLS	3	109.	4.2		
	5	111.	5.7	6.5	6.6
HERBERT HOOVER JR HI	7	117.	8.4	9.0	9.1
HIGHLAND	3	104.	4.1		
	5	109.	5.5	6.2	6.5
HIGHLAND VIEW	3	109.	4.4		
	5	109.	6.4	6.9	6.7
HOLIDAY PARK	3	99.	3.2		
	5	106.	5.3	5.5	5.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
HUNGERFORD	3	112.	4.7		
	5	113.	4.2	5.5	5.4
JACKSON ROAD	3	110.	4.1		
	5	114.	6.3	5.7	7.0
JOHN T BAKER	7	108.	7.5	7.7	7.7
JULIUS WEST JR HIGH	7	111.	7.9	8.1	8.0
KEMP MILL	3	114.	4.7		
	5	109.	6.2	6.9	5.3
KENSINGTON	3	108.	3.9		
	5	105.	5.9	5.4	5.8
KENSINGTON JR HIGH	7	107.	7.5	7.8	8.0
LAKEWOOD	3	114.	4.4		
	5	116.	5.9	6.5	6.3
LAKE NORMANDY	3	115.	4.6		
	5	120.	7.1	7.3	7.4
LARCHMONT	3	105.	4.4		
	5	107.	5.7	5.0	6.0
LAYTONSVILLE	3	111.	4.1		
	5	111.	5.1	5.4	6.4
LELAND JR HIGH	7	114.	8.6	8.7	8.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
LONE OAK	3	105.	3.6		
	5	106.	5.3	5.7	5.5
LUCY BARNSLEY	3	115.	4.5		
	5	119.	6.9	7.2	7.1
LUXMANOR	3	118.	4.6		
	5	112.	6.3	7.1	6.7
LYNNBROOK	3	113.	4.6		
	5	113.	6.4	6.9	6.6
MARYVALE	3	100.	3.4		
	5	102.	5.4	5.2	5.2
MEADOW HALL	3	107.	4.3		
	5	112.	6.5	6.7	6.3
MILL CREEK TOWNE	3	115.	4.7		
	5	111.	5.9	6.1	6.1
MONOCACY	3	109.	4.3		
	5	108.	5.8	6.2	5.6
MONTGOMERY VILLAGE J	7	111.	7.9	8.2	8.1
MONTROSE	3	108.	3.9		
	5	105.	5.5	6.1	6.0
NEW HAMPSHIRE ESTATE	3	107.	3.9		
NEWPORT JR HIGH	7	105.	7.3	7.6	7.7

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
NORTH BETHESDA JR HI	7	114.	8.4	8.8	8.4
NORTH CHEVY CHASE	3	114.	4.5		
	5	112.	7.0	7.3	7.3
NORTH LAKE	3	110.	4.4		
	5	113.	6.1	6.6	6.4
OAKLAND TERRACE	3	108.	4.4		
	5	109.	6.0	5.9	5.8
OAKVIEW	3	108.	4.1		
	5	108.	5.7	6.0	5.7
OLNEY	3	108.	4.2		
	5	111.	6.1	6.3	6.3
PARKLAND JR HIGH	7	110.	7.7	8.0	8.0
PARKWOOD	3	112.	4.3		
	5	115.	6.3	6.7	6.4
PINEY BRANCH	5	103.	5.2	5.4	5.5
PINE CREST	3	111.	4.4		
	5	113.	6.1	6.6	6.9
PLEASANT VIEW	3	111.	4.1		
	5	105.	5.4	5.8	5.7
POOLESVILLE SR JR HI	7	107.	7.1	7.1	7.3

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
POOLESVILLE	3	110.	4.2		
	5	110.	6.0	5.8	5.9
POTOMAC	3	117.	5.3		
	5	115.	6.7	7.1	6.5
RADNOR	3	114.	4.4		
	5	118.	6.9	7.2	6.7
RANDOLPH JR HIGH	7	107.	5.8	7.4	7.3
REDLAND	7	112.	8.0	8.3	8.2
RIDGEVIEW JR	7	108.	7.4	7.6	7.7
RITCHIE PARK	3	115.	4.6		
	5	118.	6.6	6.9	6.5
ROBERT FROST	7	113.	8.4	8.7	8.6
ROCKING HORSE ROAD	3	109.	3.9		
	5	111.	5.9	6.5	6.2
ROCK CREEK FOREST	3	114.	3.9		
ROCK CREEK PALISADES	3	116.	4.5		
	5	115.	6.2	6.3	6.2
ROCK CREEK VALLEY	3	115.	4.5		
	5	115.	6.2	6.6	6.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS: AVG SAS	RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ROLLING TERRACE	3	107.	4.1		
ROLLINGWOOD	3	114.	4.9		
	5	116.	6.5	7.1	6.5
ROSEMONT	3	110.	4.1		
	5	114.	6.3	7.2	6.8
SADDLEBROOK	3	113.	4.4		
	5	115.	6.6	7.0	6.7
SEVEN LOCKS ROAD	3	115.	4.8		
	5	114.	6.5	7.1	6.9
SHERWOOD	3	107.	4.0		
	5	108.	5.8	6.1	5.9
SLIGO JR HIGH	7	108.	7.5	7.6	7.7
SOMERSET	3	115.	5.0		
	5	118.	6.7	7.0	6.9
SOUTH LAKE	3	111.	4.4		
	5	110.	5.2	6.1	5.9
SOUTHLAWN	7	103.	5.9	7.0	6.9
STEDWICK	3	111.	4.5		
	5	118.	6.9	7.2	7.0
STONEGATE	3	115.	4.5		
	5	110.	5.9	6.3	6.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
STRATHMORE	3	105.	3.7		
	5	114.	6.1	6.2	5.3
SUMMIT HALL	3	113.	4.2		
	5	110.	5.7	6.1	5.9
TAKOMA PARK JR HI	7	104.	6.5	7.1	6.8
TAKOMA PARK	3	99.	3.9		
THOMAS W PYLE JR	7	116.	8.7	8.9	8.9
TILDEN JR	7	115.	8.5	9.4	8.8
TRAVILAH	3	113.	4.4		
	5	109.	5.9	6.2	5.9
TUCKERMAN	3	115.	4.5		
	5	121.	6.9	7.3	7.2
TWINBROOK	3	106.	3.6		
	5	108.	5.6	5.6	5.7
VIERS MILL	3	106.	3.8		
	5	104.	5.6	6.1	5.7
W H FARQUHAR	7	107.	7.8	7.9	7.9
WASHINGTON GROVE	3	107.	4.2		
	5	112.	5.7	6.0	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS		
			RDG COMPN	LANG TOTAL	MATH TOTAL
WATKINS MILL	3	107.	4.3		
	5	109.	6.2	6.1	5.3
WAYSIDE	3	113.	4.5		
	5	114.	4.5	7.0	5.9
WELLER ROAD	3	104.	3.8		
	5	109.	5.5	5.6	5.8
WESTBROOK	3	113.	4.8		
	5	118.	6.7	7.0	5.8
WESTERN JR HIGH	7	115.	8.5	9.2	8.8
WESTOVER	3	111.	4.5		
	5	111.	6.3	6.4	5.4
WEST ROCKVILLE	3	109.	4.4		
	5	111.	5.9	6.0	5.1
WHEATON WOODS	3	111.	4.2		
	5	109.	5.6	6.0	5.0
WHETSTONE	3	116.	5.0		
	5	114.	6.1	6.4	5.3
WHITE OAK JR HIGH	7	110.	8.0	8.2	8.1
WILLIAM TYLER PAGE	3	110.	4.4		
	5	113.	6.3	6.4	6.6
WOODFIELD	3	114.	4.6		
	5	116.	6.9	7.9	7.0

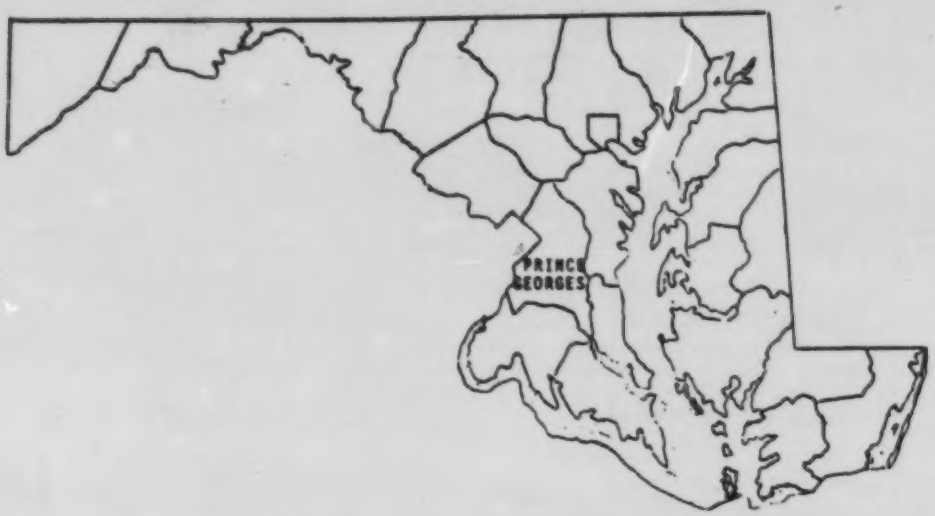
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY
SCHOOL SYSTEM

			SKILL AREAS		
			RDG COMPN	LANG TOTAL	MATH TOTAL
WOODLEY GARDENS	3	106.	4.4		
	5	113.	6.6	7.1	6.9
WOODLYN	3	103.	3.9		
	5	109.	6.0	6.2	6.2
WOODSIDE	3	105.	3.7		
	5	103.	5.2	5.3	5.2
WOOD ACRES	3	113.	4.9		
	5	118.	7.1	7.2	6.7
WYNGATE	3	116.	5.1		
	5	122.	7.3	7.8	7.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

PRINCE GEORGE'S COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	99	100	100	101	101
	5	99	103	102	103	103
	7	103	104	103	104	103
	9	101	104	106	105	NR*
VOCABULARY (ITBS)	3	3.5	3.5	3.6	3.6	NR
	5	5.2	5.2	5.2	5.2	NR
	7	6.9	6.8	6.8	6.8	NR
	9	8.5	8.3	8.4	8.3	NR
READING COMPREHENSION (ITBS)	3	3.6	3.7	3.8	3.8	3.7
	5	5.3	5.3	5.3	5.3	5.2
	7	6.9	6.8	6.9	6.8	6.8
	9	8.1	8.4	8.4	8.3	NR
LANGUAGE TOTAL (ITBS)	3	3.9	4.0	4.1	4.2	NR
	5	5.3	5.5	5.6	5.6	5.7
	7	7.0	6.8	7.0	7.0	7.1
	9	8.5	8.4	8.5	8.4	NR
MATHEMATICAL TOTAL (ITBS)	3	3.6	3.6	3.7	3.7	NR
	5	5.5	5.5	5.5	5.5	5.5
	7	7.3	7.1	7.1	7.1	7.0
	9	8.7	8.6	8.6	8.4	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ACCOKEEK	3	103	4.0		
	5	103.	5.3	5.3	5.5
ADELPHI	3	101.	3.5		
	5	101.	4.8	5.7	5.1
ALLENWOOD	3	107.	4.2		
	5	105.	5.4	5.9	5.6
ANDREW JACKSON JUN	7	95.	5.8	6.3	6.3
ANDREWS AIR FORCE BA	3	107.	4.3		
	5	107.	5.8	5.5	5.9
APPLE GROVE	3	104.	4.1		
	5	108.	5.7	6.1	5.8
ARDMORE	3	99.	3.8		
	5	103.	4.9	6.1	5.9
ARROWHEAD	3	100.	4.0		
	5	106.	6.0	6.5	6.9
AVALON	3	101.	3.6		
	5	104.	5.2	5.6	5.3
BADEN	3	96.	3.5		
	5	97.	4.6	4.9	5.1
BARNABY MANOR	3	93.	3.3		
	5	99.	5.0	5.5	5.1
BEACON HEIGHTS	3	100.	3.2		
	5	97.	4.6	5.1	4.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BEAVER HEIGHTS	3	102.	3.8		
	5	101.	5.1	5.9	5.0
BELAIR JR HIGH	7	110.	7.5	8.0	7.7
BELTSVILLE	3	101.	3.9		
	5	107.	5.9	5.9	6.0
BELTSVILLE JR HIGH	7	107.	7.0	7.3	7.3
BEN D FOULDIS JR	7	99.	6.0	6.7	6.5
BENJAMIN STODDERT JR	7	99.	5.9	6.6	6.3
BENJAMIN TASKER JUN	7	107.	7.2	7.4	7.5
BERKSHIRE	3	100.	3.4		
	5	103.	5.1	5.8	5.4
BERWYN HEIGHTS	3	107.	3.9		
	5	102.	5.2	5.4	5.3
BLADENSBURG JR HIGH	7	98.	6.2	6.7	6.2
BLADENSBURG	3	104.	3.5		
	5	96.	4.8	5.2	5.0
BOND MILL	3	106.	4.6		
	5	111.	6.4	6.7	6.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BRADBURY HEIGHTS	3	98.	3.6		
	5	98.	4.4	4.9	4.6
BRANDYWINE	3	102.	3.9		
	5	102.	5.6	5.8	5.8
BUCKINGHAM	3	107.	4.1		
	5	111.	5.9	6.5	6.2
BUCK LODGE JR HIGH	7	104.	7.1	7.4	7.3
CALVERTON	3	98.	3.8		
	5	107.	6.1	6.2	6.2
CAMP SPPINGS	3	99.	3.8		
	5	103.	5.4	5.8	5.6
CAPITOL HEIGHTS	3	90.	3.4		
	5	101.	4.7	5.6	4.8
CARMODY HILLS	3	95.	3.2		
	5	99.	4.4	5.0	4.7
CARDLE HIGHLANDS	3	96.	3.6		
	5	103.	5.0	5.7	5.0
CARROLLTON	3	106.	4.0		
	5	106.	5.2	6.2	5.7
CATHERINE T REED	3	97.	3.5		
	5	100.	4.9	5.4	5.2
CHAPEL FORGE	3	107.	4.2		
	5	113.	6.5	7.3	6.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CHARLES CARROLL JR	7	102.	6.8	7.4	7.1
CHEROKEE LANE	3	108.	4.3		
	5	110.	5.9	6.3	6.1
CHESTNUT HILLS	3	99.	4.0		
	5	109.	5.7	5.9	5.8
CHEVERLY TUXEDO	3	97.	4.0		
	5	103.	5.4	6.5	6.1
CHILLUM	3	93.	3.1		
	5	100.	5.3	6.0	5.2
CLINTON GROVE	3	106.	3.7		
	5	102.	5.1	5.8	5.3
COLMAR MANOR	3	96.	3.1		
	5	94.	4.7	4.8	4.9
COLUMBIA PARK	3	94.	3.1		
	5	99.	5.0	5.3	5.1
CONCORD	3	98.	3.2		
	5	97.	4.6	5.7	5.2
COOPER LANE	3	96.	3.3		
	5	98.	4.4	4.9	4.8
CRESTVIEW	3	104.	4.0		
	5	108.	6.0	6.7	6.3
DEERFIELD RUN	3	103.	3.8		
	5	103.	5.6	6.1	6.1

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
DISTRICT HEIGHTS	3	96.	3.5		
	5	99.	5.0	5.2	4.9
DODGE PARK	3	89.	2.6		
	5	90.	4.2	4.4	4.4
DOSWELL E BROOKS	3	94.	3.3		
	5	93.	4.2	4.7	4.7
DOUGLASS	3	103.	3.4		
	5	98.	4.7	4.7	4.8
DWIGHT D EISENHOWER	7	108.	7.3	7.6	7.5
EDGAR ALLAN POE	3	97.	3.3		
EDMONSTON	3	101.	3.3		
	5	97.	5.0	5.7	5.2
EUGENE BURROUGHS JR	7	112.	7.7	8.0	8.1
FLINTSTONE	3	103.	3.3		
	5	104.	5.5	5.9	5.8
FOREST HEIGHTS	3	98.	3.7		
	5	96.	4.6	5.0	4.8
FORESTVILLE	3	98.	3.4		
	5	100.	4.4	5.1	5.1
FORT FOOTE	3	100.	3.8		
	5	102.	5.1	5.4	5.2

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
FORT WASHINGTON FORE	3	106.	4.2		
	5	110.	5.8	6.2	5.8
FRANCIS SCOTT KEY JR	7	97.	6.1	6.5	6.3
FRANCIS T EVANS	3	101.	4.0		
	5	106.	5.5	6.3	5.9
FREDERICK SASSCER JR	7	102.	7.1	7.2	7.1
G GARDNER SHUGART JR	7	99.	6.5	6.7	6.5
GAYWOOD	3	100.	3.8		
	5	103.	5.8	5.6	5.6
GLASSMANOR	3	95.	3.1		
	5	96.	4.3	5.2	4.8
GLENARDEN WOODS	3	102.	3.7		
	5	100.	6.0	6.4	5.8
GLENRIDGE JR HIGH	7	99.	6.3	6.4	6.6
GREEN VALLEY	3	100.	3.8		
	5	100.	4.8	5.3	5.0
GREENBELT	3	101.	3.6		
	5	100.	5.2	5.4	5.1
GREENBELT JR HIGH	7	103.	6.6	7.1	7.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
GREENBELT NORTH END	3	98.	3.3		
	5	104.	5.4	5.9	5.5
GYWNN PARK JR	7	100.	6.6	6.6	6.8
HAPPY ACRES	3	100.	4.2		
	5	104.	5.6	6.2	6.0
HARMONY HALL	3	106.	4.5		
	5	113.	6.4	6.6	6.5
HEATHER HILLS	3	111.	4.2		
	5	109.	6.0	6.6	6.2
HENRY G FERGUSON	3	98.	3.7		
	5	101.	5.1	5.4	5.0
HIGH BRIDGE	3	104.	4.1		
	5	106.	5.2	6.0	5.6
HILLCREST HEIGHTS	3	95.	3.4		
	5	98.	4.9	5.5	5.2
HOLLYWOOD	3	106.	3.9		
	5	102.	5.1	5.3	5.2
HYATTSVILLE JR HIGH	7	103.	7.0	7.4	7.0
HYATTSVILLE	3	106.	3.7		
	5	105.	4.9	5.6	5.5
INDIAN QUEEN ELEM	3	105.	3.9		
	5	109.	5.3	5.9	5.9

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
J ENOS RAY	3	101.	3.7		
	5	103.	5.1	5.5	5.2
J FRANK DENT	3	100.	3.4		
	5	101.	5.3	5.8	5.2
JAMES H HARRISON	3	103.	4.1		
	5	108.	5.6	5.9	5.7
JAMES MADISON, JR	7	104.	6.9	7.4	7.4
JAMES MCHENRY	3	104.	3.6		
	5	103.	5.2	5.7	5.3
JAMES PYDER RANDALL	3	101.	4.0		
	5	105.	5.5	6.0	5.7
JOHN CARROLL	3	101.	3.5		
	5	102.	4.9	6.0	5.2
JOHN EAGER HOWARD	3	105.	3.5		
	5	103.	5.1	5.9	5.5
JOHN H BAYNE	3	100.	3.7		
	5	100.	5.0	5.2	5.1
JOHN HANSEN JR HIGH	7	104.	6.8	7.3	7.2
KENILWORTH	3	103.	4.2		
	5	107.	5.9	6.4	5.9
KENMOOR JUNIOR	7	99.	6.1	6.4	6.4

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
KENWOOD	3	97.	3.6		
	5	98.	4.6	5.2	5.1
KENTLAND	3	87.	2.8		
	5	96.	4.2	4.9	4.6
KENT JR HIGH	7	104.	6.7	7.4	6.9
KETTERING	3	106.	4.2		
	5	108.	6.1	6.4	6.3
KETTERING JUNIOR	7	106.	7.3	7.7	7.4
LAMONT	3	98.	3.4		
	5	100.	5.2	6.0	5.4
LANDOVER HILLS	3	102.	3.5		
	5	101.	4.7	5.3	4.9
LANGLEY PARK/MCCORMI	3	97.	3.3		
	5	98.	4.9	5.1	5.1
LAUREL	3	109.	4.7		
	5	110.	6.0	6.3	6.1
LAUREL JR HIGH	7	104.	6.8	6.8	7.0
LEWISDALE	3	102.	3.6		
	5	102.	4.8	5.7	5.2
LONGFIELDS	3	92.	3.0		
	5	92.	4.3	4.5	4.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
LORD BALTIMORE JR HI	7	106.	7.0	7.3	7.5
LYNDON HILL	3	98.	3.5		
	5	96.	4.9	5.0	5.0
MAGNOLIA	3	101.	3.6		
	5	104.	5.7	5.9	5.7
MARGARET A EDMONSTON	3	103.	4.0		
	5	106.	5.5	6.2	5.7
MARGARET BRENT	3	97.	3.4		
	5	104.	5.5	6.0	5.5
MARLTON	3	104.	4.3		
	5	106.	5.8	5.9	5.9
MARTIN LUTHER KING	7	112.	7.8	8.5	8.1
MARY M BETHUNE JUN	7	102.	6.5	6.6	6.7
MATTAPONI	3	103.	3.9		
	5	106.	5.3	6.3	5.7
MATTHEW HENSON	3	96.	3.5		
	5	99.	4.9	5.7	5.6
MEADOWBROOK	3	105.	4.3		
	5	112.	6.3	6.6	6.3
MELWOOD	3	105.	3.6		
	5	106.	5.4	5.8	5.6

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
MIDDLETON VALLEY	3	105.	4.2		
	5	106.	5.6	6.0	5.8
MONTPELIER	3	109.	4.5		
	5	113.	6.5	6.9	6.3
MORNINGSIDE	3	94.	3.4		
	5	94.	4.4	4.4	4.7
MT RAINIER	3	95.	3.2		
	5	102.	5.0	5.5	5.3
MT RAINIER JR HI	7	99.	5.8	6.3	6.2
NICHOLAS OREM JR HI	7	105.	6.7	7.5	7.1
NORTH FORESTVILLE	3	100.	3.7		
	5	102.	5.4	5.7	5.4
O W PHAIR	3	104.	4.3		
	5	105.	5.4	5.2	5.8
OAKCREST	3	97.	3.4		
	5	101.	4.8	5.4	5.1
OAKLANDS	3	98.	3.9		
	5	100.	5.4	5.6	5.4
OVERLOOK	3	101.	3.3		
	5	95.	4.3	4.7	4.5
OWENS ROAD	3	96.	3.4		
	5	97.	5.1	6.2	5.8

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
OXON HILL	3	94.	3.3		
	5	102.	4.9	5.3	5.1
OXON HILL JR	7	106.	7.0	7.9	7.4
PAINT BRANCH	3	102.	3.9		
	5	97.	5.3	5.5	5.3
PANORAMA	3	94.	3.5		
	5	96.	4.8	5.6	5.1
PARKLAWN	3	97.	3.5		
	5	103.	4.5	4.8	4.6
PARKWAY	3	98.	3.5		
	5	108.	5.3	5.7	5.6
PATUXENT	3	102.	3.6		
	5	103.	5.2	5.5	5.2
PHILLIS E WILLIAMS	3	104.	4.0		
	5	104.	5.3	5.8	5.4
POINTER RIDGE	3	109.	4.3		
	5	108.	5.9	6.2	6.1
POTOMAC LANDING	3	109.	4.3		
	5	111.	6.6	6.4	6.4
POWDER MILL	3	99.	3.5		
	5	109.	5.7	6.1	5.6
PRINCETON	3	102.	3.6		
	5	102.	5.0	5.3	5.5

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TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
RANDOLPH VILLAGE	3	100.	3.5		
	5	101.	5.4	5.9	5.3
RIDGECREST	3	104.	4.3		
	5	108.	5.7	5.9	5.8
RITCHIE	3	97.	3.6		
	5	101.	4.9	5.3	5.1
RIVERDALE	3	104.	3.6		
	5	97.	5.4	5.8	5.6
RIVERDALE HILLS	3	102.	3.6		
	5	99.	4.8	5.4	5.2
ROBERT FROST	3	104.	3.8		
	5	108.	5.8	6.5	6.3
ROBERT GODDARD JR HI	7	98.	6.3	6.6	6.5
ROCKLEDGE	3	107.	4.5		
	5	112.	6.3	6.8	6.3
ROGER B TANEY JR HI	7	106.	7.1	7.5	7.2
ROGERS HEIGHTS	3	98.	3.6		
	5	99.	5.0	5.4	5.2
ROLLINGCREST JR HI	7	100.	6.4	6.7	6.6
ROSECROFT PARK	3	104.	4.0		
	5	103.	5.8	6.4	6.0

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
ROSE VALLEY	3	109.	4.3		
	5	106.	5.7	6.1	5.7
SAMUAL F. B. MORSE	3	97.	3.3		
	5	96.	4.8	5.1	5.0
SAMUEL CHASE	3	100.	4.0		
	5	102.	5.1	5.4	5.3
SAMUEL OGLE JR HIGH	7	112.	7.9	8.3	8.1
SANDYMOUNT	3	95.	3.2		
	5	98.	4.6	4.8	4.9
SEABROOK	3	98.	3.6		
	5	101.	4.8	5.3	5.2
SEAT PLEASANT	3	100.	3.6		
	5	102.	5.1	5.8	5.5
SHADYSIDE	3	93.	3.2		
	5	100.	5.0	5.3	5.6
SILVER HILL	3	93.	3.2		
	5	99.	4.6	5.0	4.7
SKYLINE	3	98.	3.6		
	5	100.	5.0	5.5	5.3
SPAULDING JR HIGH	7	98.	6.4	6.5	6.5
SPRINGHILL LAKE	3	103.	3.9		
	5	105.	5.4	5.7	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
STEPHEN DECATUR	7	103.	6.5	7.2	6.8
SUITLAND JR HI	7	98.	6.0	6.7	6.2
SURRATTSVILLE	3	104.	4.3		
	5	111.	6.1	6.6	6.2
SURRATTSVILLE JR HI	7	107.	7.1	7.9	7.6
TALL OAKS	3	108.	4.2		
	5	102.	5.3	5.7	5.6
TANGLEWOOD	3	103.	3.9		
	5	107.	5.6	5.9	5.7
TAYAC	3	94.	3.8		
	5	98.	4.4	4.8	4.8
TEMPLETON	3	97.	3.7		
	5	102.	4.5	5.1	4.7
THOMAS ADDISON	3	107.	4.4		
	5	105.	5.5	5.9	5.7
THOMAS CLAGGETT	3	93.	3.0		
	5	91.	4.2	4.5	4.5
THOMAS JOHNSON JR	7	106.	6.6	7.0	7.0
THOMAS PULLEN JR HI	7	105.	7.0	7.3	7.3

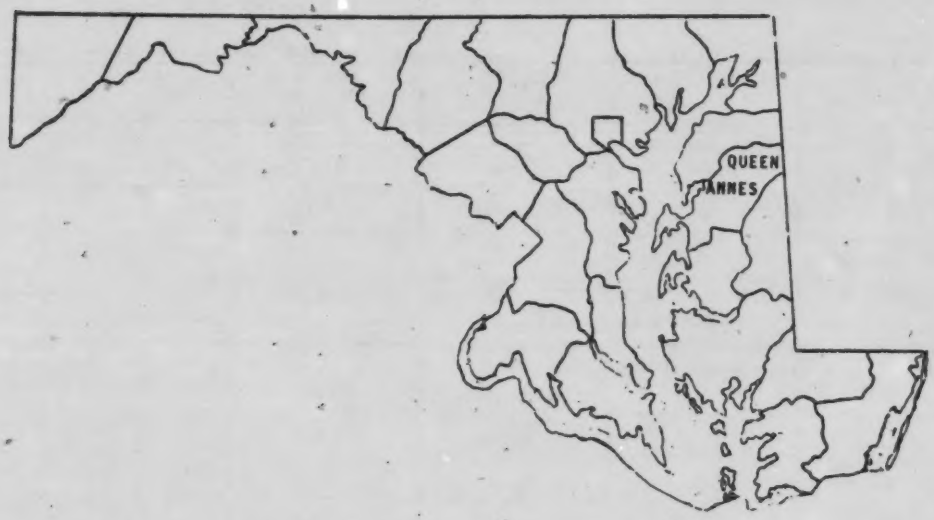
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
THOMAS S STONE	3	101.	3.6		
	5	103.	5.2	5.6	5.3
TULIP GROVE	3	107.	4.1		
	5	108.	5.6	5.8	5.8
UNIVERSITY PARK	3	109.	4.6		
	5	111.	6.3	6.4	6.2
VALLEY VIEW	3	97.	3.3		
	5	99.	4.9	5.2	5.0
WALDON WOODS	3	106.	4.1		
	5	103.	5.7	6.0	5.8
WALKER MILL JUNIOR	7	101.	6.2	6.7	6.7
WEST LANHAM HILLS	3	98.	3.3		
	5	102.	4.7	5.0	4.9
WILDERCROFT	3	91.	2.8		
	5	98.	4.6	5.0	5.1
WILLIAM BEANES	3	104.	3.5		
	5	102.	4.7	5.6	5.0
WILLIAM PACA	3	101.	3.4		
	5	104.	4.7	5.4	5.1
WILLIAM WIRT JR HIGH	7	101.	6.4	6.6	6.7
WOODLEY KNOLL	5	100.	5.0	5.6	5.1
WOODMORE	3	109.	4.1		
	5	106.	5.7	5.9	5.6
YORKTOWN	3	109.	4.3		
	5	113.	6.2	6.6	6.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

QUEEN ANNE'S COUNTY



- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

- As compared with the previous reporting years, Table 2 has been considerably revised. For each school, only the average standard age scores are shown, along with the school's average grade equivalents for Reading Comprehension, Language Total, and Mathematics Total. Note that only Reading Comprehension is reported for Grade 3. Maryland norms are the products of a regression analysis of the grade equivalents on the standard age scores. A complete set of Maryland norms, for each SAS value between 76 and 125, for each grade level is displayed in Appendix C. With these norms, there are associated standard errors.

TABLE 1. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974), YEAR II (1974-1975), YEAR III (1975-1976), YEAR IV (1976-1977) AND YEAR V (1977-1978) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES.

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	98	98	101	101	101
	5	99	101	100	102	103
	7	99	101	103	102	103
	9	97	97	99	100	NR*
VOCABULARY (ITBS)	3	3.3	3.2	3.6	3.5	NR
	5	4.9	5.0	4.9	5.0	NR
	7	6.5	6.7	6.8	6.9	NR
	9	8.2	8.0	8.0	8.1	NR
READING COMPREHENSION (ITBS)	3	3.3	3.3	3.6	3.7	3.6
	5	5.2	5.1	5.1	5.2	5.4
	7	6.8	6.8	6.9	6.9	7.0
	9	8.3	7.9	8.1	8.1	NR
LANGUAGE TOTAL (ITBS)	3	3.8	3.9	4.3	4.1	NR
	5	5.4	5.5	5.6	5.7	5.9
	7	7.0	6.9	7.1	7.3	7.1
	9	8.3	8.1	7.9	8.0	NR
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.4	3.5	3.6	NR
	5	5.2	5.2	5.3	5.2	5.5
	7	6.8	6.7	7.2	7.1	7.3
	9	8.2	8.2	8.1	8.2	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

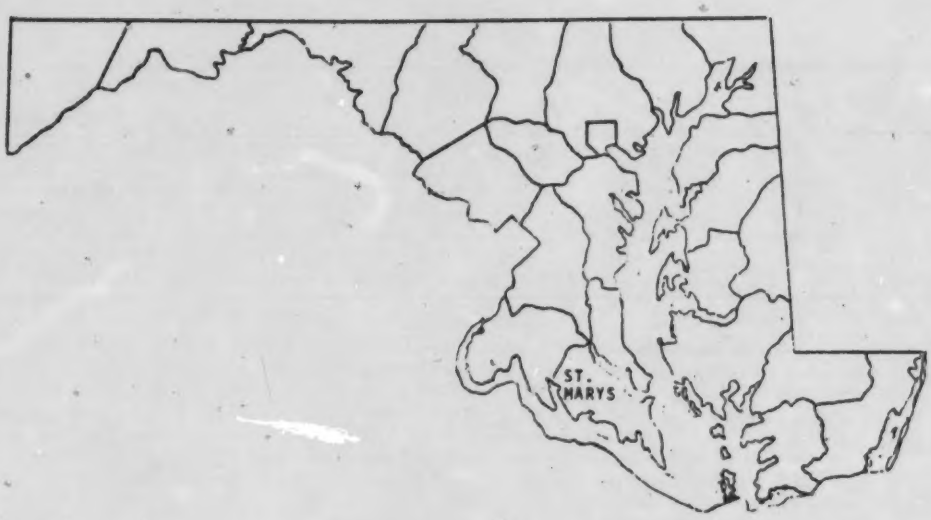
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

QUEEN ANNE'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CENTERVILLE MIDDLE	5	101.	5.4	6.0	5.5
	7	101.	6.9	7.1	7.4
CENTREVILLE PRIMARY	3	100.	3.4		
CHURCH HILL ELEM	3	105.	4.2		
GRASONVILLE PRIMARY	3	101.	3.7		
KENT ISLAND ELEM	3	103.	3.8		
STEVENSVILLE MIDDLE	5	105.	5.6	5.8	5.5
	7	104.	7.0	7.0	7.2
SUDLERSVILLE ELEM	3	102.	3.5		
SUDLERSVILLE MIDDLE	5	102.	5.3	6.0	5.5
	7	105.	7.1	7.5	7.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ST. MARY'S COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	99	96	99	101	101
	5	100	99	100	99	102
	7	101	100	101	100	102
	9	99	99	101	102	NR*
VOCABULARY (ITBS)	3	3.3	3.2	3.4	3.6	NR
	5	5.1	5.0	5.2	5.2	NR
	7	6.5	6.5	6.6	6.6	NR
	9	7.8	7.8	8.0	8.1	NR
READING COMPREHENSION (ITBS)	3	3.4	3.3	3.5	3.7	3.8
	5	5.3	5.1	5.2	5.1	5.4
	7	6.8	6.8	6.8	6.7	6.9
	9	8.0	8.0	8.2	8.1	NR
LANGUAGE TOTAL (ITBS)	3	3.7	3.6	4.0	4.2	NR
	5	5.4	5.3	5.7	5.7	5.6
	7	6.6	6.6	6.7	6.8	7.0
	9	7.8	7.7	8.1	8.2	NR
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.3	3.6	3.7	NR
	5	5.5	5.4	5.5	5.4	5.6
	7	7.0	6.7	6.9	6.8	7.0
	9	8.2	8.2	8.4	8.3	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST. MARY'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BANNEKER	3	92.	3.3		
	5	96.	4.9	5.0	4.9
DYNARD	3	102.	3.3		
	5	102.	5.3	6.1	5.7
ESPERANZA	7	105.	7.2	7.3	7.4
FRANK KNOX	3	99.			
	5	101.	6.0	6.6	6.0
GEORGE W CARVER	3	99.	3.7		
	5	97.	5.0	5.9	5.7
GREAT MILLS	3	95.	3.6		
	5	97.	5.0	5.6	5.3
GREENVIEW KNOLLS	3	106.	4.1		
	5	103.	5.1	5.6	5.5
HOLLYWOOD	3	105.	4.0		
	5	98.	5.3	5.8	5.9
LEONARDTOWN ELEM	3	104.			
	5	108.	5.5	6.1	5.8
LEONARDTOWN MIDDLE	7	102.	7.0	7.0	7.2
LEXINGTON PARK	3	103.	3.8		
	5	104.	5.4	5.8	5.4
MARGARET BRENT JR HI	7	99.	6.6	6.5	6.4

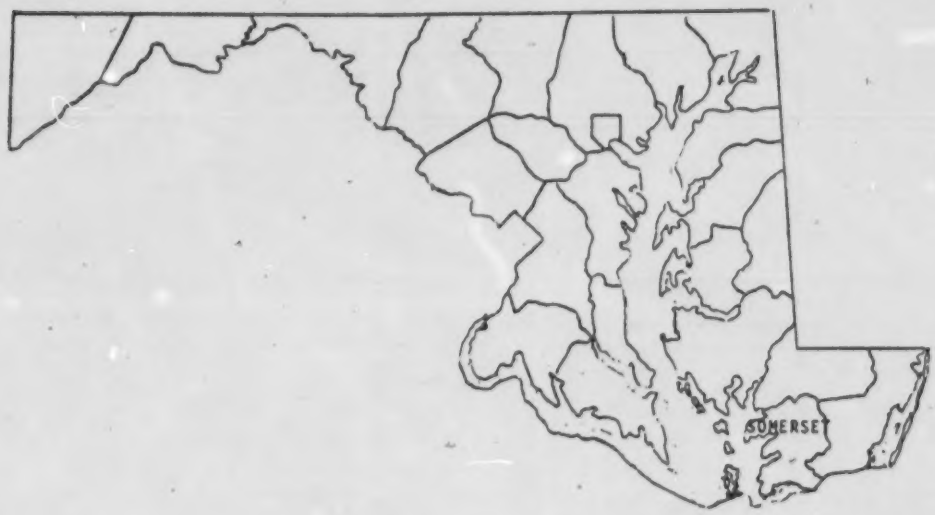
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

ST. MARY'S COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
MECHANICSVILLE	3	96.	3.5		
	5	100.	4.6	5.6	4.8
OAKVILLE	3	100.	3.5		
	5	100.	5.1	5.6	5.0
PARKHALL	3	101.	4.1		
	5	98.	5.5	1.2	5.7
PINEY POINT	3	104.	3.9		
	5	101.	5.7	6.0	5.8
RIDGE	3	96.	3.4		
	5	106.	5.3	6.3	5.1
SPRING RIDGE MIDDLE	7	101.	6.9	7.2	7.0
TOWN CREEK	3	114.	4.7		
	5	111.	6.5	6.7	6.6
WHITE MARSH	3	107.	4.0		
	5	101.	5.9	6.4	5.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

SOMERSET COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	93	95	95	99	97
	5	92	93	91	98	104
	7	90	92	96	95	97
	9	93	95	97	98	NR*
VOCABULARY (ITBS)	3	3.2	3.5	3.6	3.9	NR
	5	4.8	5.1	4.8	5.2	NR
	7	6.2	6.1	6.3	6.4	NR
	9	7.7	7.8	7.9	7.8	NR
READING COMPREHENSION (ITBS)	3	3.3	3.6	3.6	3.8	3.6
	5	5.0	5.1	5.0	5.2	5.1
	7	6.3	6.4	6.6	6.5	6.5
	9	7.8	8.1	7.9	8.0	NR
LANGUAGE TOTAL (ITBS)	3	3.7	4.1	4.1	4.4	NR
	5	5.2	5.3	5.2	5.5	5.7
	7	6.3	6.2	6.6	6.7	6.5
	9	8.1	8.2	8.1	8.0	NR
MATHEMATICAL TOTAL (ITBS)	3	3.3	3.5	3.6	3.8	NR
	5	5.0	5.1	5.2	5.3	5.8
	7	6.5	6.4	6.5	6.5	6.5
	9	7.8	7.9	8.0	7.9	NR

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TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

SOMERSET COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CRISFIELD 3	3	98.	3.8		
	5	103.	5.3	6.2	5.6
DEAL ISLAND	3	94.	3.3		
	5	89.	4.6	4.9	4.8
	7	95.	6.9	6.9	6.7
EWELL	3	95.	3.6		
	5	102.	4.9	5.3	5.7
	7	96.	6.1	6.1	6.7
GREENWOOD	5	99.	5.2	5.5	5.4
MARION	3	95.	3.3		
	5	89.	4.8	4.9	4.6
MT VERNON 1	3	92.	3.8		
MT VERNON 2	5	95.	6.0	5.5	5.4
PRINCESS ANNE	3	99.	3.9		
TYLERTON	3	113.	3.6		
	5	106.	5.5	6.1	6.0
WESTOVER CONSOLIDATE	3	94.	3.4		
	5	101.	4.9	5.4	5.0
Somerset Jr.	7	98.	6.4	6.4	6.4
Woodson Middle	7	95.	6.5	6.4	6.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

TALBOT COUNTY

- Table 1 displays the countywide average grade equivalents for the major ITBS subtests required for reporting purposes, along with the average nonverbal ability scores, over the past four Maryland Accountability Program reporting years.

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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	100	98	103	103	103
	5	100	100	103	100	104
	7	101	100	104	103	104
	9	103	102	106	104	NR*
VOCABULARY (ITBS)	3	3.6	3.5	3.7	3.8	NR
	5	5.2	4.9	5.2	5.2	NR
	7	6.7	6.7	6.9	6.7	NR
	9	8.5	8.5	8.5	8.5	NR
READING COMPREHENSION (ITBS)	3	3.7	3.6	3.8	4.0	4.0
	5	5.2	5.1	5.4	5.4	5.7
	7	7.0	6.9	7.0	7.0	7.2
	9	8.7	8.7	8.7	8.6	NR
LANGUAGE TOTAL (ITBS)	3	4.2	4.1	4.2	4.6	NR
	5	5.5	5.4	5.9	6.1	6.2
	7	6.9	7.0	7.3	7.0	8.0
	9	8.6	8.7	8.7	8.7	NR
MATHEMATICAL TOTAL (ITBS)	3	3.7	3.6	3.7	4.0	NR
	5	5.3	5.0	5.4	5.4	5.7
	7	6.9	6.8	7.1	6.9	7.2
	9	8.5	8.5	8.6	8.6	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

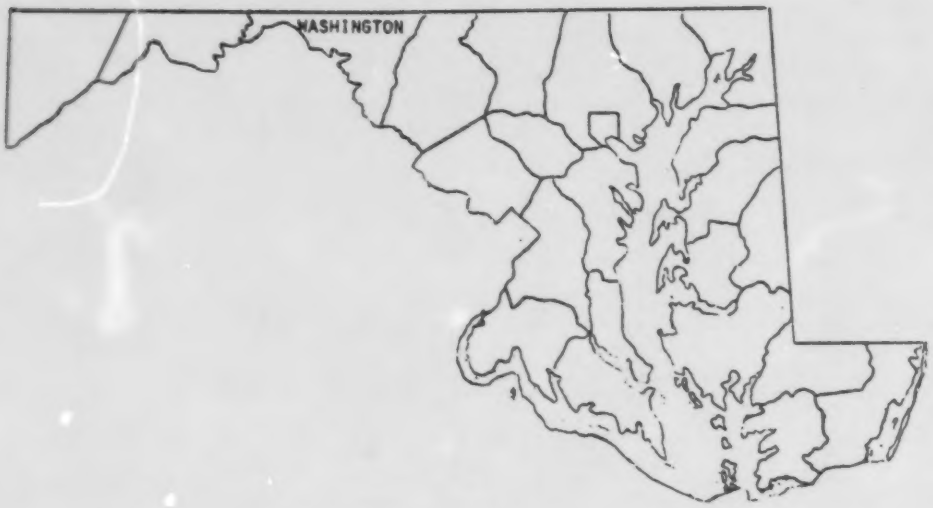
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

TALBOT COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
CORDOVA	3	104.	3.9		
EASTON MIDDLE	7	103.	7.2	7.9	7.1
GLENWOOD	5	105.	5.6	6.2	5.4
IDLEWILD	3	106.	4.0		
ST MICHAELS ELEM MID	3	102.	4.1		
	5	106.	5.9	6.3	5.6
	7	105.	7.4	8.1	7.7
TILGHMAN	3	107.	4.3		
	5	107.	6.0	6.5	6.0
UPPER COUNTY	5	103.	5.4	5.2	5.3
WHITE MARSH	3	100.	3.9		
	5	100.	4.7	5.5	5.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WASHINGTON COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	100	101	102	101	104
	5	103	102	103	105	106
	7	103	101	104	104	105
	9	104	102	105	103	NR*
VOCABULARY (ITBS)	3	3.4	3.5	3.8	3.8	NR
	5	5.0	5.0	5.3	5.4	NR
	7	6.7	6.6	6.9	6.8	NR
	9	8.2	8.2	8.3	8.1	NR
READING COMPREHENSION (ITBS)	3	3.5	3.7	3.9	3.9	4.1
	5	5.3	5.3	5.4	5.5	5.6
	7	6.9	6.7	6.9	6.9	7.1
	9	8.3	8.3	8.4	8.2	NR
LANGUAGE TOTAL (ITBS)	3	3.9	4.1	4.3	4.3	NR
	5	5.4	5.4	5.7	5.8	6.0
	7	6.8	6.7	6.0	6.9	7.2
	9	8.0	8.2	8.1	7.8	NR
MATHEMATICAL TOTAL (ITBS)	3	3.7	3.7	3.8	3.8	NR
	5	5.7	5.7	5.6	5.6	5.7
	7	7.3	7.1	7.4	7.2	7.3
	9	8.6	8.7	8.7	8.5	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BESTOR	3	92.	3.2		
	5	98.	4.4	4.6	4.7
BOONSBORO ELEM	3	104.	4.5		
	5	111.	6.2	6.7	6.3
BOONSBORO MIDDLE SCH	7	104.	7.0	7.4	7.3
CASCADE	3	109.	4.2		
	5	105.	5.6	5.9	5.6
CLEAR SPRING ELEM	3	104.	4.1		
	5	107.	5.6	5.8	5.6
CLEAR SPRING MIDDLE	7	104.	6.8	7.0	6.9
CONOCOCHEAGUE	3	106.	4.3		
	5	108.	6.1	6.7	6.3
E RUSSELL HICKS	7	101.	6.8	6.9	6.8
EMMA K DOUB ELEM	3	108.	4.5		
	5	107.	5.8	6.5	6.1
FOUNTAINDALE	3	111.	4.4		
	5	109.	6.0	6.2	5.8
FOUNTAIN ROCK	3	102.	3.7		
	5	110.	5.6	6.1	5.4
FUNKSTOWN	3	102.	4.1		
	5	108.	5.7	5.6	5.5

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
GREENBRIER	3	100.	3.9		
	5	105.	6.1	5.9	5.7
HANCOCK MIDDLE SR	7	100.	6.7	6.8	7.0
HANCOCK	3	100.	3.5		
	5	108.	5.5	6.0	5.6
HICKORY	3	101.	3.8		
	5	105.	5.5	6.0	5.8
KEEDYSVILLE	3	101.	5.1		
	5	96.	5.1	5.7	5.7
LINCOLNSHIRE	3	108.	4.5		
	5	114.	6.2	6.6	6.1
MAUGANSVILLE	3	107.	3.9		
	5	104.	5.4	6.0	5.5
NORTH POTOMAC JR HI	7	108.	7.4	7.5	7.7
OLD FORGE	3	107.	4.5		
	5	110.	6.1	6.5	6.1
PANGBORN BOULEVARD	3	111.	4.7		
	5	107.	6.0	6.4	6.1
PARAMOUNT	3	110.	4.6		
	5	116.	4.5	6.7	6.7
PLEASANT VALLEY	3	106.	4.1		
	5	104.	5.2	5.2	5.1

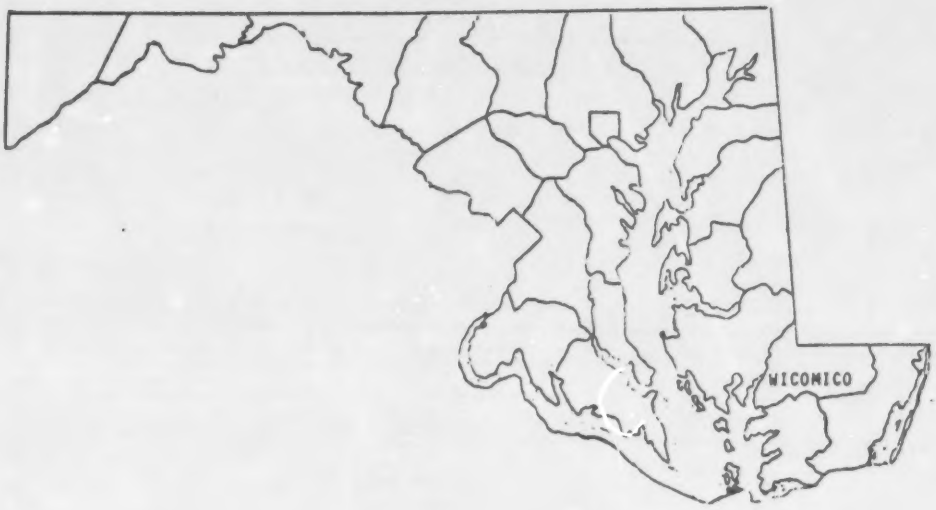
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
POTOMAC HEIGHTS	3	111.	4.7		
	5	99.	5.5	5.4	5.3
ROHRERSVILLE	3	104.	3.9		
	5	105.	5.4	5.6	5.6
SALEM AVENUE	3	101.	3.5		
SHARPSBURG	3	99.	3.9		
	5	100.	5.3	5.3	5.3
SMITHSBURG ELEM	3	110.	4.3		
	5	101.	5.9	5.6	5.5
SMITHSBURG JR HIGH	7	109.	7.7	7.6	7.5
SPRINGFIELD	7	105.	7.3	7.2	7.2
SURREY	3	107.	4.5		
	5	96.	5.4	5.9	5.6
WESTERN HEIGHTS MID	5	100.	4.9	5.4	5.1
	7	103.	6.7	6.8	7.4
WILLIAMSPORT ELEM	3	108.	4.4		
	5	109.	5.8	6.4	5.8
WINTER STREET	3	102.	3.4		
WOODLAND WAY	3	96.	3.3		
	5	97.	4.7	4.9	4.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WICOMICO COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	100	100	103	101	104
	5	101	102	103	101	103
	7	98	100	103	102	101
	9	103	102	103	103	NR*
VOCABULARY (ITBS)	3	3.4	3.5	3.7	3.8	NR
	5	5.1	5.2	5.3	5.3	NR
	7	6.8	6.8	7.0	6.9	NR
	9	8.7	8.6	8.6	8.7	NR
READING COMPREHENSION (ITBS)	3	3.6	3.6	3.8	3.9	3.9
	5	5.3	5.3	5.4	5.4	5.5
	7	6.9	6.9	7.0	7.0	6.9
	9	8.7	8.5	8.5	8.5	NR
LANGUAGE TOTAL (ITBS)	3	3.9	3.9	4.3	4.4	NR
	5	5.4	5.5	5.7	5.8	5.9
	7	6.8	7.0	7.2	7.3	7.2
	9	8.7	8.7	8.7	8.7	NR
MATHEMATICAL TOTAL (ITBS)	3	3.5	3.5	3.6	3.7	NR
	5	5.4	5.3	5.4	5.4	5.5
	7	6.9	7.0	7.2	7.3	7.0
	9	8.9	8.8	8.8	8.8	NR

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WICOMICO COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BEAVER RUN	3	106.	3.9		
	5	104.	5.4	6.1	5.4
BENNETT JR HIGH	7	102.	7.0	7.3	7.2
DELMAR MARYLAND	3	101.	3.9		
	5	102.	5.4	5.6	5.6
EAST SALISBURY	3	102.	3.5		
	5	103.	5.7	5.9	5.6
FRUITLAND	3	103.	4.2		
	5	105.	5.9	6.0	5.7
GLEN AVENUE	3	103.	3.8		
	5	103.	5.5	5.8	5.4
HARDELA SR JR HIGH	7	99.	6.7	7.1	5.8
NORTH SALISBURY	3	104.	3.9		
	5	101.	5.4	6.0	5.3
NORTHWESTERN	3	109.	4.2		
	5	104.	5.3	6.1	5.7
PEMBERTON	3	104.	3.8		
	5	106.	5.6	5.9	5.7
PINEHURST	3	106.	4.1		
	5	104.	5.7	6.2	5.6
PITTSVILLE	3	105.	4.1		
	5	102.	5.4	5.6	5.5
	7	98.	6.9	6.9	6.9

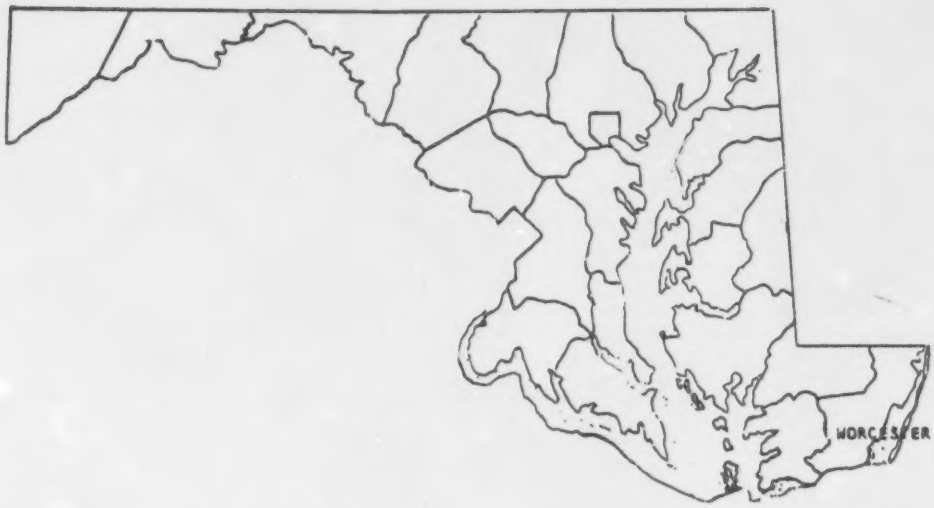
TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WICOMICO COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
POWELLVILLE	3	107.	3.8		
PRINCE STREET	3	99.	3.9		
	5	96.	5.1	5.3	5.2
SHARPTOWN	3	113.	4.4		
	5	108.	5.4	5.9	5.6
WESTSIDE	3	101.	4.0		
	5	103.	5.6	6.0	5.5
WICOMICO JR HIGH	7	104.	7.0	7.5	7.1
WILLARDS	3	99.	3.5		

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WORCESTER COUNTY



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	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976	SCHOOL YEAR 1976 - 1977	SCHOOL YEAR 1977 - 1978
NONVERBAL ABILITY (CAT)	3	96	99	99	101	101
	5	99	99	99	100	100
	7	96	98	101	99	100
	9	97	97	100	100	NR*
VOCABULARY (ITBS)	3	3.2	3.4	3.9	4.0	NR
	5	4.9	5.0	4.9	5.2	NR
	7	6.1	6.4	6.8	7.2	NR
	9	7.7	7.6	8.4	8.0	NR
READING COMPREHENSION (ITBS)	3	3.3	3.5	4.1	3.8	3.9
	5	5.0	5.1	5.0	5.3	5.4
	7	6.4	6.6	6.9	6.9	6.9
	9	7.9	7.9	8.0	8.2	NR
LANGUAGE TOTAL (ITBS)	3	3.9	4.2	4.6	4.6	NR
	5	5.2	5.3	5.6	5.8	5.8
	7	6.4	6.6	7.3	7.2	7.0
	9	7.9	7.4	8.8	8.4	NR
MATHEMATICAL TOTAL (ITBS)	3	3.4	3.6	4.0	3.9	NR
	5	5.2	5.1	5.3	5.5	5.4
	7	6.5	6.6	7.1	7.0	6.8
	9	7.9	7.8	8.1	8.3	NR

*NR = These scores are not reported for the 1977-78 school year. This is due to specific changes in reporting requirements.

TABLE 2. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA

WORCESTER COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	AVG SAS	SKILL AREAS: RDG COMPN AVG GE	LANG TOTAL AVG GE	MATH TOTAL AVG GE
BERLIN MIDDLE	7	101.	7.0	7.1	6.9
BUCKINGHAM	3	98.	3.8		
	5	94.	5.0	5.2	4.9
OCEAN CITY	3	109.	4.0		
	5	111.	6.0	6.7	5.2
POCOMOKE ELEMENTARY	3	101.	4.1		
POCOMOKE MIDDLE	5	101.	5.7	6.4	5.8
	7	99.	6.9	7.2	6.7
SHOWELL ELEMENTARY	3	100.	4.1		
	5	98.	5.2	5.6	5.3
SNOW HILL ELEMENTARY	3	99.	3.8		
SNOW HILL MIDDLE	5	98.	5.0	5.5	5.1
	7	98.	6.5	6.7	6.5
WHALEYSVILLE	3	95.	4.4		

CHAPTER 3 A REPORT OF PROGRESS IN SOME SPECIAL PROGRAM AREAS

3.1 Project Basic

Project Basic is Maryland's response to a state and national thrust to review education in terms of preparing students to apply skills to real life situation. The state response came from the Maryland State Board of Education in a paper entitled, The Mission of Schooling, January 1977. In this paper, the Board reaffirmed its responsibility for establishing statewide educational standards and stated its commitment to schooling which enables learners to develop behaviors basic to effective adulthood. The Board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. Also, the Board specified the development by 1982 of competencies in these five areas for graduation. The five areas and their definitions as stated in the paper are:

A. Basic Skills - All people must be able to read, write and calculate.

B. Survival Skills - Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, inter-personal relations, mechanical, and personal finance.

C. World of Work - Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure - Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship - Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

In order to implement this Board action, the Maryland State Superintendent of Schools established The Project Basic Office. The staff of Project Basic is responsible for providing the leadership to coordinate the efforts of Maryland educators, students, and other citizens in four activities:

A. Identify the basic competencies essential to effective living in each of the five areas of human activity;

B. Design and develop instructional activities for these basic behaviors;

C. Develop assessment measures to certify student acquisition of the specified competencies; and,

D. Coordinate the statewide implementation of minimal competencies as a prerequisitite to graduation.

In accomplishing these activities, the staff of Project Basic will employ the technology of competency-based education. This technology includes the process of stating each of the specified basic behaviors in the five areas of human activity as a competency; for example, "A student will read to elicit necessary information from home electric bills." Instructional activities and assessment measures will then be developed and validated for the specified basic behavior.

The result of Project Basic will be a set of competencies students in Maryland must develop and demonstrate

to graduate. This process will allow educators to certify, through competency demonstrations, what they and the students were able to accomplish together during their public school experiences. To achieve this result, the Project Basic Office will complete five products:

A. A compendium of Maryland-validated competencies declared in the five areas of human activity;

B. A list of performance-related assessment tasks to measure the declared competencies;

C. Instructional guides that describe school-based and community-based learning experiences for achieving the declared competencies;

D. An inservice program to assist local school systems in implementing competency-based requirements for graduation; and,

E. A procedure for continuously reviewing and updating the declared competencies.

The Project has a five-year implementation period to establish minimal competency-based prerequisites for graduation in Maryland. The timeline is as follows:

A. Develop by December 1977 a comprehensive plan and timeline for the Project.

B. Coordinate by July 1978 the process of developing and validating competencies in the five areas of human activity;

C. Select by July 1979 assessment tasks to measure student achievement of the declared competencies;

D. Develop by September 1980 with educators of Maryland a variety of learning experiences which permit students to build the declared competencies; and,

E. Work with school-community patrons to implement by July 1982 competency-based graduation requirements.

The Maryland State Department of Education competency-based thrust, a cooperative venture with communities in the state, is a developmental process similar to that being followed by other states. As of October 1977, 22 other states are involving educators, students, and other citizens to establish life-functioning competencies as prerequisites to graduation. These states are reviewing, designing, and implementing statewide program changes to improve education. In addition to the establishment of these graduation prerequisites, states are reexamining and restructuring the delivery of education so that the learners develop these basic life competencies through their schooling experiences.

In summary, Project Basic is a major effort to advance public education in Maryland by establishing a minimum set of competency requirements for graduation. Students will be required to demonstrate the competencies through performance-related assessment tasks as part of their learning experiences. This will enable students to develop competencies in five areas of human activity (basic skills, survival, world of work, world of leisure, and citizenship).

3.2 Mandate for Special Education Program Monitoring and Evaluation

Public Law 94-142 requires that the SEA will provide procedures for evaluation at least annually of the effectiveness of programs designed to meet the educational needs of handicapped children, including the evaluation of individualized education

programs. The Maryland State Department of Education is also mandated to monitor all special education programs throughout the State to assure compliance with the statute. Procedures for both monitoring and evaluating are to be in place by October 1977.

3.2.1 Future Directions of Special Education Program Monitoring and Evaluation

In order to insure that the special education programs funded through the Maryland State Department of Education and the local school systems are effective and that the statutory and administrative requirements are met, a systematic and comprehensive evaluation and monitoring system is being developed by the Division. The purposes of the system are:

A. To determine the degree of local and State compliance with the policies, standards and guidelines set forth in the local and State annual program plans;

B. To determine the areas of necessary change in handicapped children's services and resources within the 24 LEAs as a basis for provision of technical and programmatic assistance as well as personnel development;

C. To provide a basis for the ongoing planning and quality improvement of special education programs in the 24 LEAs; and

D. To determine the service delivery systems which provide the most effective services at the least cost.

The Division, in cooperation with the local school system personnel, will monitor and evaluate compliance with stated administrative policies in the following areas as they relate to P.L. 94-142 and State statutes and regulations:

A. Full Education Opportunities Goal and Timelines;

B. Child Identification System;

C. Policy on Priorities;

D. Individualized Education Programs;

E. Procedural Safeguards;

F. Least Restrictive Environment;

G. Protection in Evaluation Procedures;

H. Comprehensive System of Personnel Development;

I. Private Placements;

J. Confidentiality of Information;

K. Pupil-Teacher Ratios;

L. Allocation and Use of Part B Funds;

M. State Excess Cost Requirements.

The planned evaluation and monitoring activities may be categorized into three major levels, as follows:

A. Level I - A determination of the local school systems' compliance with required general administrative policies and procedures;

B. Level II - An evaluation of specific programs/services provided by the local and state departments of education, including diagnostic-prescriptive, itinerant, resource room, structured-learning environment, special schools or centers, residential schools, and home-based programs/service; and

C. Level III - A review and evaluation of specific student-centered product measures focusing on behavior and academic skill areas.

Generally speaking, the levels of evaluation/monitoring activities will vary contingent upon the area of P.L. 94-142, the State Statute or regulation in question. For the most part, the levels of evaluation will be phased in over a period of approximately three years, from Level I through Level III.

Various forms and procedures for collecting data will be utilized, including, but not limited to, administrative and individual case review checklists, opinion questionnaires, rating scales, classroom observational techniques, and measurement of student change (review of progress in individualized educational programs, standardized tests, teacher observations and records). Programmatic and financial data submitted to the Division will also provide the basis for monitoring. The Special Services Information System will continue to collect data on the level, nature, frequency, and student-teacher ratio of services recommended and provided to handicapped children and youth. This information will be used to help meet part of the IEP evaluation requirements under P.L. 94-142. Furthermore, the Maryland Comprehensive Plans for Special Education Services, annual financial reports, and annual budgets will provide financial and personnel data for monitoring.

To provide support to these evaluation and monitoring activities, a variety of staff of the state and local levels will be involved in developing evaluation plans and collecting, analyzing and interpreting the data. The state level staff will include the Division Regional Administrators, other selected Division staff, and program evaluators from the Division of Certification and Accreditation. The local education staff will include the local directors of special education, building administrators, and selected instructional staff.

The development and implementation of the system will be a sequential process, focusing first on Level I activities, followed by Level II and then Level III. The general timetable for phasing in the three levels of evaluation over the next three years is given below:

1977-78 School Year

A. A procedure for a general programmatic and administrative review of LEA programs (Level I) will be developed and implemented;

B. Pilot testing of Level II evaluation activities will be initiated in selected local school systems;

C. An ongoing evaluation of the Comprehensive Plan for Personnel Development (to begin implementation in September, 1977) will be developed and implemented;

D. LEA staff will receive training in program evaluation (Levels I, II and III) via the Comprehensive Plan for Personnel Development;

E. Ongoing financial monitoring and federal project, nonpublic school and state institution educational program evaluations will continue.

1978-79 School Year

A. The procedure for the general programmatic and administrative review of LEA program will be refined (Level I);

B. Level II evaluations will be developed and implemented;

C. Pilot testing of Level III evaluation activities will be initiated in selected local school systems.

1979-80 School Year

A. Level I, II, and III evaluation activities will be implemented in all 24 local school systems.

3.3 Program Cost Accounting

On February 23, 1977, the State Board of Education officially adopted the Revised Financial Reporting Manual for Maryland Public Schools, mandatory for fiscal year 1979. The purpose of the Manual is to serve as a vehicle for assuring uniformity and comparability of financial reporting and to provide the basic framework necessary for a comprehensive system of financial program information.

Each financial transaction will be reported in four areas or dimensions - fund, object, program, and category. Funds are established by statute to assure money is spent as specified in appropriations as, for example, current expense fund, school construction fund, etc. An object is any article or service purchased as, for example, salaries, or supplies and materials. Program is the arrangement of objects of expenditures into groups designed to meet defined goals and objectives such as regular, special, and adult instructional programs or into smaller units as English, language arts, mathematics, etc. Categories are broad areas or groups of programs with similar goals such as instruction, operation of plant, pupil transportation, etc.

The structure of the manual is designed to meet a number of different reporting requirements. For example, information will be provided to program managers to meet funding, reporting or evaluation requirements made necessary by state or federal regulations, to the U.S. Office of Education according to Handbook II Revised categories, and to the General Assembly to meet legislative statute.

Such a comprehensive system of educational program information has implications for the measurement of progress or indicators of conditions. Ratios can be devised by combining program information with other statistical elements (such as pupils) to produce costs per pupil. School level costs can be determined by combining the financial program information system with the staff reporting system. In summary, the revised Manual make it possible to organize data in order to permit the interrelating and combining of data elements to meet numerous informational needs.

3.4 Project STAR

Project STAR (Standards Technical Assistance Resource) was initiated in July 1976 by the Maryland State Board of Education to improve basic skills in selected schools in the State which scored the lowest in the accountability testing program. The project works to achieve the following purposes: (1) to provide participant LEA's with a process model which will enable them to assess and improve their reading programs, (2) to assist the local educational agencies and selected schools through the use of the Standards to assess their current reading programs, (3) to assist local educational agencies in developing action plans for improving the selected schools' reading program, (4) to identify and provide technical assistance personnel to help with the implementation of action plans, and (5) to conduct research which documents the processes used for making changes in the reading program.

The essentials of the Project STAR Evaluation Design are as follows: (1) effect on student reading achievement, to be measured by the Maryland Accountability Program test scores

on ITBS in each participating school and the functional reading test results in those schools for which Project STAR schools are feeder schools, (2) effect on staff by measures of their perception of reading program and school environmental change, (3) effect on school status with respect to critical standards (e.g., Standards 4, 16, 26, 27) of the Maryland State Department of Education Standards for Successful Reading Programs.

Project STAR provides opportunities for professional growth on the part of both school and LEA staff. Inservice activities are developed for the following groups of participants in the Project: (1) State STAR team and STAR school resource teachers, (2) STAR school principals, and (3) LEA central staff members. Major emphasis is placed upon conducting sessions which provide in-depth training of STAR school principals. The inservice activities address such topics as: (1) purposes and processes of Project STAR, (2) group process and the role of a change agent, (3) staff competencies needed to improve reading programs, and (4) language and reading pedogogical procedures.

During the 1976-77 school year, Project STAR provided service to eleven elementary schools in four LEAs in Maryland. The Project also implements a process which facilitates a gradual withdrawal on the part of STAR school resource teachers who are working in a Project STAR school for a second year. This year (1977-78) service is being provided to thirty-six elementary schools in five LEAs.

APPENDIX A THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

Article 77, Section 28A

28A. Program of educational accountability for operation and management of public schools to be established.

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each board of education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish as the basis of its assessment, project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Reevaluation of programs, goals and objectives shall be regularly undertaken.

(b) Assistance from State Department of Education. The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this section.

(d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to documentation indicating the progress of the State Department of Education, the local boards of education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

(e) National standardized testing may not be used as the exclusive measure for evaluating educational accountability. (1972, ch. 359; 1975, ch. 559.)

APPENDIX B STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS (APPROVED 6/20/73)

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas include:

Goals in Reading

1. UTILIZE A VARIETY OF READING MATERIALS
2. USE A WORD RECOGNITION SYSTEM
3. COMPREHEND VARIOUS READING MATERIALS
4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY
5. SELECT READING AS A PERSONAL ACTIVITY

Goals in Writing

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING
2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY
3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

Goals in Mathematics

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS
2. PERFORM MATHEMATICAL MANIPULATIONS
3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES
4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS
5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS
6. APPRECIATE AND USE MATHEMATICS

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE OF WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

Goals in Writing

Each Maryland student who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student, who has achieved the objectives for mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, and construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

This category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

Appendix C

MARYLAND NORM TABLES FOR THE VOCABULARY, READING COMPREHENSION LANGUAGE TOTAL, AND MATHEMATICS TOTAL ITBS SUBTESTS

THIRD GRADE MARYLAND NORMS (1977-1978) READING COMPREHENSION
BY STANDARD AGE SCORES

SAS	RDG	SAS	RDG
76	2.1	101	3.8
77	2.2	102	3.8
78	2.2	103	3.9
79	2.3	104	3.9
80	2.4	105	4.0
81	2.5	106	4.1
82	2.5	107	4.1
83	2.6	108	4.2
84	2.7	109	4.3
85	2.7	110	4.4
86	2.8	111	4.4
87	2.8	112	4.5
88	2.8	113	4.5
89	3.0	114	4.6
90	3.0	115	4.7
91	3.1	116	4.7
92	3.1	117	4.8
93	3.2	118	4.9
94	3.2	119	4.9
95	3.4	120	5.0
96	3.4	121	5.1
97	3.5	122	5.1
98	3.5	123	5.2
99	3.6	124	5.3
100	3.7	125	5.3

Standard error for Reading Comprehension: .33

The use of the above Norm Table is straightforward. For example, if your school of interest has an average SAS score of 103, say, the Maryland Norm for that school is 3.9 for the normalized subtest. However, a somewhat more realistic picture is obtained by creating an interval about such norms, using the standard errors. To wit: adding and subtracting one standard error to the 3.9 for reading comprehension would give the interval (3.57-4.23) into which 68 percent of schools with SAS = 103 fell; adding and subtracting two standard errors would give the interval (3.24-4.56), outside of which only 5 percent of the schools with SAS = 103 reside.

FIFTH GRADE MARYLAND NORMS (1977-1978) FOR READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL, BY STANDARD AGE SCORES

SAS	RDG	LT	MT	SAS	RDG	LT	MT
76	3.1	3.4	3.4	101	5.2	5.6	5.4
77	3.1	3.5	3.5	102	5.3	5.6	5.5
78	3.2	3.6	3.6	103	5.4	5.4	5.5
79	3.3	3.7	3.6	104	5.4	5.4	5.6
80	3.4	3.8	3.7	105	5.5	5.5	5.6
81	3.5	3.8	3.8	106	5.5	5.5	5.6
82	3.6	3.9	3.9	107	5.6	5.6	5.7
83	3.7	4.0	4.0	108	5.7	5.7	5.8
84	3.7	4.1	4.1	109	5.8	5.8	6.0
85	3.8	4.2	4.1	110	5.9	5.9	6.1
86	3.9	4.3	4.2	111	6.0	6.0	6.2
87	4.0	4.4	4.3	112	6.1	6.1	6.3
88	4.1	4.4	4.4	113	6.2	6.2	6.4
89	4.1	4.5	4.5	114	6.3	6.3	6.5
90	4.2	4.6	4.6	115	6.4	6.4	6.6
91	4.2	4.7	4.7	116	6.5	6.5	6.7
92	4.4	4.8	4.7	117	6.6	6.6	6.8
93	4.5	4.9	4.8	118	6.7	6.7	6.9
94	4.6	5.0	4.9	119	6.7	6.7	7.0
95	4.7	5.0	5.0	120	6.8	6.8	7.1
96	4.8	5.1	5.1	121	6.9	6.9	7.1
97	4.9	5.2	5.1	122	7.0	7.0	7.2
98	4.9	5.3	5.2	123	6.1	7.1	7.3
99	5.0	5.4	5.3	124	6.2	7.2	7.4
100	5.1	5.5	5.4	125	7.3	7.3	7.5

Standard error for Reading Comprehension: .33
Standard error for Language Total: .40
Standard error for Mathematics Total: .33

The use of the above Norm Table is straightforward. For example, if your school of interest has an average SAS score of 103, say, the Maryland Norms for that school are 5.4, 5.7, and 5.5 for the three normalized subtests. However, a somewhat more realistic picture is obtained by creating an interval about such norms, using the standard errors. To wit: adding and subtracting one standard error to the 5.4 for reading comprehension would give the interval (5.07-5.73) into which 68 percent of schools with SAS = 103 fell; adding and subtracting two standard errors would give the interval (4.64-6.06), outside of which only 5 percent of the schools with SAS = 103 reside.

SEVENTH GRADE MARYLAND NORMS (1977-1978) FOR READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL, BY STANDARD AGE SCORES

SAS	RDG	LT	MT	SAS	RDG	LT	MT
76	4.0	4.3	4.3	101	6.7	6.9	7.0
77	4.1	4.4	4.4	102	6.8	7.0	7.1
78	4.2	4.5	4.5	103	6.9	7.1	7.2
79	4.3	4.6	4.6	104	6.9	7.2	7.2
80	4.4	4.7	4.7	105	7.2	7.3	7.4
81	4.5	4.8	4.8	106	7.3	7.5	7.5
82	4.6	4.9	4.9	107	7.4	7.6	7.6
83	4.7	5.0	5.0	108	7.5	7.7	7.7
84	4.8	5.1	5.2	109	7.6	7.8	7.8
85	5.0	5.2	5.3	110	7.7	7.9	7.9
86	5.1	5.3	5.4	111	7.8	8.0	8.0
87	5.2	5.4	5.5	112	7.9	8.1	8.2
88	5.3	5.5	5.6	113	8.0	8.2	8.3
89	5.4	5.6	5.7	114	8.2	8.3	8.4
90	5.5	5.8	5.8	115	8.3	8.4	8.5
91	5.6	5.9	5.9	116	8.4	8.5	8.6
92	5.7	6.0	6.0	117	8.5	8.6	8.7
93	5.8	6.1	6.1	118	8.6	8.7	8.8
94	5.9	6.2	6.2	119	8.7	8.8	8.9
95	6.1	6.3	6.3	120	8.8	8.9	9.0
96	6.2	6.4	6.4	121	8.9	9.0	9.1
97	6.3	6.5	6.5	122	9.0	9.1	9.2
98	6.4	6.6	6.7	123	9.1	9.3	9.3
99	6.5	6.7	6.8	124	9.3	9.4	9.4
100	6.6	6.8	6.9	125	9.4	9.5	9.5

Standard error for Reading Comprehension: .28
Standard Error for Language Total: .36
Standard error for Mathematics Total: .33

The use of the above Norm Table is straightforward. For example, if your school of interest has an average SAS score of 103, say, the Maryland Norms for that school are 6.9, 7.1, and 7.2 for the three normalized subtests. However, a somewhat more realistic picture is obtained by creating an interval about such norms, using the standard errors. To wit: adding and subtracting one standard error to the 6.9 for reading comprehension would give the interval (6.62-7.18) into which 68 percent of schools with SAS = 103 fell; adding and subtracting two standard errors would give the interval (6.34-7.46), outside of which only 5 percent of the schools with SAS = 103 reside.

APPENDIX D. SCHOLASTIC APTITUDE AND ACADEMIC ACHIEVEMENT OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE*

One way of getting an indication of the effectiveness of school systems in Maryland is to compare the performance of Maryland students on the Admission Testing Program (ATP), administered by a nonpublic national organization, the College Entrance Examination Board, with performance of students across the country. The ATP is organized to help higher educational institutions select students for admission.

In the two-battery series of ATP, i.e., Scholastic Aptitude Test (SAT) and Achievement Tests, the mean scores of Maryland high school seniors for the year 1977-78 were generally higher than national norms. Tables D-1 and D-2 present the comparison of Maryland high school seniors with the national sample on the Scholastic Aptitude Test and Achievement Test Scores, respectively.

Table D-1 shows that during 1977-78, the mean of Maryland students for the SAT was two points higher than the national sample for the Verbal Section, but on the Mathematics Section of the SAT, the mean of Maryland students was two points lower than the national sample.

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*Source: College Board ATP Summary Reports 1977-78 Maryland Seniors and College-Bound Seniors, 1977-78. Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

STATE LEVEL

Table D-1

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF MARYLAND COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1977-78

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	73	0	1,900	0	327	1	9,329	1
700-749	263	1	8,462	1	721	2	23,226	2
650-699	713	2	21,657	2	1,266	4	42,997	4
600-649	1,470	5	45,713	5	2,405	8	80,294	8
550-599	2,311	8	74,554	8	3,017	10	102,361	10
500-549	3,553	12	118,468	12	4,347	15	144,915	15
450-499	4,680	16	154,130	16	4,421	15	149,373	15
400-449	5,062	17	170,934	17	4,206	14	141,524	14
350-399	4,743	16	159,737	16	3,720	12	127,790	13
300-349	3,453	12	121,889	12	3,265	11	103,322	10
250-299	2,215	7	70,693	7	1,795	6	52,489	5
200-249	1,367	5	41,048	4	409	1	11,429	1
NUMBER	29,903		989,185		29,899		989,049	
MEAN	431		429		466		468	
STD. DEV.	112		110		121		118	

STATE LEVEL

Table D-2

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1977-78

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				MATH LEVEL II			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	65	1	1,527	1	77	2	3,270	2	340	26	7,278	22
700-749	250	5	6,011	3	144	4	6,105	4	266	21	6,203	19
650-699	558	11	14,885	8	327	10	12,581	9	283	22	6,725	21
600-649	759	15	22,450	12	557	17	21,517	15	246	19	5,937	18
550-599	905	18	30,703	16	729	22	27,685	19	89	7	3,225	10
500-549	874	17	32,400	17	645	19	27,781	19	35	3	1,481	5
450-499	729	14	32,182	16	494	15	22,809	16	18	1	861	3
400-449	552	11	27,787	14	270	8	14,217	10	8	1	590	2
350-399	268	5	16,352	8	93	3	7,724	5	6	0	317	1
300-349	146	3	8,261	4	29	1	2,464	2	2	0	106	0
250-299	30	1	2,247	1	4	0	266	0	1	0	18	0
200-249	2	0	368	0	0	0	7	0	0	0	2	0
NUMBER	5,138		195,173		3,369		146,426		1,294		32,743	
MEAN	540		512		555		541		683		665	
STD. DEV.	103		105		93		99		83		95	

STATE LEVEL

Table D-2 (continued)

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1977-78

SCORE	BIOLOGY				CHEMISTRY			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	18	1	1,288	3	66	7	2,046	6
700-749	76	6	3,296	7	88	10	2,962	8
650-699	133	11	5,153	11	139	15	4,357	12
600-649	228	19	6,557	14	154	17	5,590	16
550-599	234	19	7,335	16	172	19	6,029	17
500-549	206	17	7,301	15	140	15	5,587	16
450-499	163	13	6,576	14	100	11	4,668	13
400-449	98	8	5,080	11	44	5	2,817	8
350-399	52	4	3,187	7	14	2	854	2
300-349	20	2	1,238	3	1	0	92	0
250-299	4	0	269	1	0	0	4	0
200-249	0	0	11	0	0	0	1	0
NUMBER	1,232		47,291		918		35,007	
MEAN	555		544		593		577	
STD. DEV.	98		111		98		102	

STATE LEVEL

Table D-2 (continued)

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED WITH A NATIONAL SAMPLE FOR 1977-78

SCORE	AMERICAN HISTORY				FRENCH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	32	3	1,169	2	56	6	1,364	5
700-749	41	4	1,943	3	76	8	1,708	7
650-699	74	7	3,192	5	115	12	2,410	9
600-649	135	13	5,330	9	129	13	3,133	12
550-599	131	13	7,026	12	136	14	3,885	15
500-549	171	17	9,456	16	162	17	4,531	18
450-499	170	17	10,468	17	143	15	4,080	16
400-449	141	14	11,031	18	103	11	2,988	12
350-399	93	9	7,509	12	51	5	1,379	5
300-349	34	3	3,058	5	5	1	192	1
250-299	4	0	472	1	0	0	3	0
200-249	0	0	33	0	0	0	0	0
NUMBER	1,026		60,687		976		25,673	
MEAN	523		496		562		552	
STD. DEV.	110		109		110		109	

APPENDIX E. INSTRUMENTS USED TO MEASURE ACADEMIC ABILITY AND ACADEMIC ACHIEVEMENT

1. Introduction

Two nationally standardized measurement instruments were sources of data collected on student ability and achievement. The Cognitive Abilities Test (CAT), Form 1, 1971 edition, was used to measure student academic ability; and the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition was selected to assess academic achievement.

The ITBS and CAT were administered to all Maryland public school children in Grades 3, 5, 7 and 9 during the period March 1 to May 15, 1978.

2. Description of Instruments Used

2.1 Cognitive Abilities Test

The data presented here are from the Nonverbal Subtest of the CAT. The Nonverbal Subtest was selected as the source of academic ability data because it does not require students to read or to perform arithmetical computations. The test is intended to measure the student's ability to reason by using test questions that are not bound by formal school instruction. The test emphasizes the discovery of and flexibility in manipulating relationships expressed in figures, symbols, and patterns. It has three parts:

- Part I -- Figure Classification (17 minutes). Figure Classification measures the pupil's ability to determine how a set of figures is like and then to select from five alternatives the one that belongs with the set.
- Part II -- Figure Analysis (14 minutes). Figure Analysis measures the pupil's ability to determine how two figures are related to each other and then to select two figures that are related in the same way.
- Part III -- Figure Synthesis (16 minutes). Figure Synthesis measures the pupil's ability to select from alternative pieces those that when combined would form a particular whole.

The scores of the three parts are combined to form a total Nonverbal Ability Score. The Nonverbal Ability Scores are set so that a score of 100 equals the average score for any age group. A third grade class with an average Nonverbal Score of 100 indicates that, on the average, the students in that grade did as well on the test of nonverbal reasoning as did students of their age nationally.

2.2 Iowa Tests of Basic Skills

The following eight subtests of the ITBS were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

- Reading Skills

  Vocabulary (17 minutes). The Vocabulary Test measures the pupil's understanding of the meanings of words presented in short sentences. The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

  Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose of main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

- Basic Language Skills

Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of a sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors occur in the use of the verb forms, adjectives, adverbs, etc.

A total Language score is obtained by adding together the grade equivalent scores of the four basic language skills tests and dividing the sum by four (4).

- Mathematics Skills

Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond the four fundamental processes of addition, subtraction, multiplication and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presently with a question and four alternative responses from which he is to select the one which best answers the question.

Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he might experience in everday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalent scores of the two mathematics tests and dividing the sum by two (2).

The achievement test scores are expressed as GE scores, read as grade equivalent scores. The first digit represents the grade and the second digit the month within the grade. A GE of 5.7 would be read fifth grade seventh month.